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ABSTRACT

This guide from the Public Libraries Association (PLA) describes a planning process to be used by individual library systems to establish their own standards appropriate to local conditions and needs; design strategies to reach those needs; and inaugurate a planning cycle that involves continuous monitoring of progress and regular adjustment of objectives as community conditions and needs change. The introduction to the guide discusses the need for planning, the planning process, collecting and using data, and subsequent planning cycles. The first of three major sections then addresses preparing to plan, which includes the planning committee, tailoring the process to the library, information for planning, using the data, and presenting the data. Focusing on the planning process, the second section provides information on developing a community profile to determine user needs; assessing how well the library is currently meeting those needs; determining the role the library should play in the community; setting goals, objectives and priorities; developing strategies for change; implementation of the plan, including measuring activity and performance, and monitoring and evaluating progress; and the collection of management data. The third section addresses the collection and use of data, including secondary data for the community profile; statistics and performance measures for the evaluation of services; designing questionnaires, coding and processing the findings, and sample questionnaires for surveys of the library staff, citizens, students, and users; and processing the survey data. Four appendixes contain examples of library goals and objectives, sample forms and maps for the community profile, a set of sample tables for current library services, and sample tables for the analysis of survey responses. Twenty-seven figures and a 44-item selected bibliography are included. (SD)

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A PLANNING PROCESS FOR PUBLIC LIBRARIES

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A PLANNING PROCESS FOR PUBLIC LIBRARIES

by

VERNON E. PALMOUR
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Prepared for the
PUBLIC LIBRARY ASSOCIATION

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Foreword

This publication represents a major change of direction for the Public Library Association (PLA). For many years, PLA has published national standards for public libraries--standards which, if followed, were supposedly guaranteed to produce good public library service.[1] Most of those principles were useful once and some are still applicable today. But PLA leaders decided several years ago that a different kind of document would be needed to guide public library service in the 1980's. Instead of standards to be applied nationally, this publication describes a planning process to be used by individual communities. Through the planning process outlined here, libraries will set up standards appropriate to the local conditions and needs; design strategies to reach them; and inaugurate a planning cycle which involves continuous monitoring of progress and regular adjustment of objectives as community conditions and needs change.

Every effort has been made to produce a manual which could be used by a library planning committee working without outside help. This does not mean that planning will be easy, however. Good planning is never easy though it often is immensely rewarding. Planning, as described here, will consume a considerable amount of staff time. More importantly, it will involve staff in changing the status quo, and change is often difficult to initiate and sustain. The process described here is participative planning--librarians and people from the community work together to figure out what should be done. To be successful, such planning requires that participants be sensitive to the group process and skilled in making groups productive. The planning process described here assumes that local planners will be creative. The recommended sequence of events, the survey instruments, and the data display tables are provided as examples and should be modified, if desired, to suit the local situation. Finally, the planning process outlined here concentrates not on collecting information but on thinking about it and reaching appropriate conclusions.

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[1] Lowell A. Martin, "Standards for Public Libraries," Library Trends 21 (October 1972): 164-177.

Given the challenging nature of the planning process, why and how did PLA choose to go this route? The decision was not a sudden one and a bit of history may be appropriate here.[2] In 1971 the PLA Standards Committee, chaired by Rose Vainstein, decided that it would not simply revise the Minimum Standards for Public Library Systems.[3] Instead, three task forces were appointed and asked to prepare Working Papers describing the needs of particular (age) groups of people in the community which should be met by library service.[4] Shortly after the task force papers were completed, Ralph Blasingame and I responded to the committee's request for a commentary on the three working papers and some suggestions about what should be done next. The commentary noted that "most people think of a standard as a rule for sameness" and suggested PLA should not produce a revised set of such rules. Instead, it was proposed that "what public librarians need now are not rules for sameness but tools which will help them analyze a situation, set objectives, make decisions and evaluate achievements."[5] This recommendation was controversial then and is controversial today, but PLA has followed it.

In 1975 the PLA Standards Committee, now renamed the Goals, Guidelines, and Standards Committee, was chaired by Meredith Bloss, who synthesized the three task force papers into a single statement of "Goals and Guidelines for Community Library Service."[6] The committee then formulated a proposal for preparation of the tools suggested above. The proposal for a study of "The Process of Standards Development for Community Library Service" was funded in 1977 by the Office of Education under the HEA Title II-B Library Research and Demonstration Program. A steering committee appointed by the PLA Board of Directors guided the work which was performed by Vernon E. Palmour and his associates at King Research, Inc.

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2. Meredith Bloss, "Standards for Public Library Service--Quo Vadis," Library Journal 101 (June 1, 1976): 1259-1263.

3. Public Library Association, Minimum Standards for Public Library Systems 1966 (Chicago: American Library Association, 1967).

4. "Community Library Service--Working Papers on Goals and Guidelines," School Library Journal (September 1973): 21-27.

5. Ralph Blasingame and Mary Jo Lynch, "Diversity by Design," PLA Newsletter 13, no. 2 (June 1974): 4-22.

6. "Goals and Guidelines for Community Library Service," PLA Newsletter 14, no. 2 (June 1975): 9-12,14.

In Phase I of the project, a manual was developed which described, step-by-step, the recommended process of planning. At a critical point in the process the library sets the goals and objectives which become the standards that particular library will strive to reach. In Phase II of the project the manual was field-tested at three different sites--a medium-sized urban library, a suburban county library, and a rural library system. Two libraries in England also tested the manual. Finally, a group of public library leaders, not previously involved in the project, were invited to critique a semi-final draft of the manual before it was submitted for publication.

At the opening of that seminar, Lowell Martin explained the need for this new approach to public library standard-setting. There was a time when public libraries were funded out of society's surplus funds. Therefore, few questions were asked about what return a community was getting on dollars spent for library service. In recent years, however, things have changed; the library is one of many public services to be supported by increasingly scarce public funds. In these new circumstances, community-based planning is essential. People cannot be expected to support the library unless it is adding something positive to the quality of life in that community.

Not only does today's public library exist in a changed economic environment, it also exists in a rapidly changing technological environment. The availability of such innovations as videodiscs, teletext systems, and online data bases will affect public libraries during the next decade in ways we cannot anticipate today. Careful and continuous planning will be essential if a public library is to adopt new technology and adapt it to the needs of a community.

PLA is building an ambitious program of service based on A Planning Process. During the next year workshops and seminars will be conducted to help librarians learn how to use this new tool. PLA and the ALA Office for Research will monitor what happens when libraries use A Planning Process. What is learned will help the Association revise the manual in a few years and develop additional tools to assist public librarians in planning effective service for their communities.

March, 1980

Mary Jo Lynch
Director, Office for Research and
Project Coordinator,
Process of Standards Development
for Community Library Services
Project

Acknowledgments

I hesitate even to attempt to list the persons who contributed to this project. The work of the Goals, Guidelines, and Standards Committee of the Public Library Association must be recognized in bringing about the project. Meredith Bloss, as chairperson of the committee, labored with determination to seek a consensus on the initiation of a project which would offer a new approach to public library standards. Mary Jo Lynch, Director of the ALA Office for Research and Project Coordinator for this study, deserves special credit for her effective and enthusiastic participation throughout the project.

The project benefited from the counsel and encouragement of a distinguished steering committee: Genevieve M. Casey, Wayne State University; Agnes M. Griffen, Tucson Public Library; Mary Ann Heneghan, Eastern Massachusetts Regional Library System; Peter Hiatt, University of Washington; Henry Shearouse, Denver Public Library; Joseph Shubert, New York State Education Department; and Ella Gaines Yates, Atlanta Public Library.

Charles W. Robinson, Baltimore County Public Library, served as an advisor to King Research. He and other staff members of the Baltimore County Public Library contributed greatly to the early testing of the methodology of the planning process. The project team drew upon the experience and knowledge of a number of consultants: Meredith Bloss, New Haven Free Public Library (retired); Thomas Childers, Drexel University; Ernest R. DeProspo, Rutgers University; Brenda Dervin, University of Washington; John Hawgood, University of Durham, England; Paul B. Kantor, Tantalus, Inc.; Lowell A. Martin, Columbia University (retired); Glenn Miller, Orlando Public Library; William E. M. Morris, University of Durham, England; and Douglas Zweizig, University of Washington.

Special appreciation goes to the libraries and planning committees who participated actively in the project testing and refining the methodology. The test libraries were: Illinois Valley Library System,

Louisville Free Public Library, Prince William County (Virginia) Public Library, London Borough of Islington Public Library, and Sheffield City Libraries. Within these libraries, we are especially grateful to the individuals who were the most closely associated with the project and gave us the benefit of their experiences: Karen Krueger, Coordinator of Consulting for IVLS; Mary Jo Detweiler, Director of the Prince William County Public Library; Ronald Kozlowski, Director, and William Garnar, Assistant Director, at Louisville; and Ronald Surridge, Islington Borough Librarian. Although not part of this project, valuable experience was also gained in the application of the planning process in Anne Arundel County (Maryland) Public Library and York County (Pennsylvania) Library System.

Twenty-six public library leaders participated in a simulation of the planning process and critiqued the manual and the process itself. The final version of this publication has benefited greatly from their comments.

The project was funded by a grant from the U.S. Office of Education. Thanks are due to Henry T. Drennan for his continued interest, understanding, and action concerning the needs of libraries and their users.

Finally, recognition must be given to the staff at King Research: Mark Evangelista, Candace Olsen, Nancy Roderer, and Charles Schueller.

Vernon E. Palmour
Principal Investigator
King Research, Inc.
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CHAPTER 1

Introduction and Overview

THE NEED FOR PLANNING

Most librarians agree that some level of planning is essential to effective library operation. Yet, for the most part, the planning that has gone on in public libraries has not been systematically based on the setting of goals and objectives and the monitoring of progress toward them. Planning has primarily focussed either on the immediate concerns of a library or on individual parts of the overall operation, such as the opening of a new branch or the automation of a circulation system.

Once a pattern of service grows up in a library, it tends to go on without review. What has been done in the past determines what is done now and what will be done in the future. The planning process breaks into this comfortable tradition: it reviews the existing service program for effectiveness and balance, establishes priorities, and considers modifications and alternatives to the program. Thorough planning constitutes a fresh and hard look at the library that may result in significant change. Essentially it addresses these questions:

> Does our library service, as it has developed to this time, represent the best possible pattern for the future?
>
> Does it meet the most pressing needs of our community, and reflect changes occurring in the area?
>
> Does it consider the other sources of information available to our people?
>
> Do the library's priorities for service and for those to be served match the characteristics of the community population and their library needs?

> Given the constraints on time and money that we face, are we providing the most effective library services possible?

The present uncertainty about funding levels for public libraries has generated new interest in improved planning. Funding agencies are no longer able or willing to continue increasing library budgets without better justification. Public libraries are competing for available public monies with other local services such as police, fire, sanitation, and roads, which are generally viewed as more essential to the well-being of the community.

In the past, using the minimum national standards recommended by the American Library Association (ALA)[1] as library goals has led to a lack of comprehensive planning in many public libraries. But these standards were useful only to those libraries with inputs below the recommended minimums. These standards have also been criticized for lacking an empirical basis, focussing on resources instead of services, and trying to be both ideals and minimums at the same time.[2]

In recent years the search for new and better standards for public libraries has centered on the development of a planning process which any library could implement, and which would establish library goals, objectives, and priorities relating directly to the individual community environment and population needs, rather than to a single national norm. Objectives adopted by a library would serve as local standards to guide future developments and directions. The political uses of an explicit plan based on an assessment of the local community could also be considerable.

PLANNING AS AN ON-GOING PROCESS

We have deliberately used the term "process" for this approach to planning. Planning is an on-going, basic management activity. It is best described as a continuing process with a number of steps. These steps are repeated in subsequent cycles, as shown in Figure 1. The different cycles vary in the levels of data input and planning activity as shown in Figure 2.

The "plan" itself, often regarded as the ultimate product of the planning process, is not final, fixed, or static. Instead it is flexible and dynamic, responding to changes in the community and in the information needs of its residents. The "planning period" referred to in this manual is the period during which this plan is in effect; generally five years. However, the planning period is also a period of planning, that

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[1] Public Library Association, Minimum Standards for Public Library Systems, 1966 (Chicago: American Library Association, 1967).

[2] Meredith Bloss, "Standards for Public Library Service - Quo Vadis?" Library Journal (June 1, 1976): 1259-62.

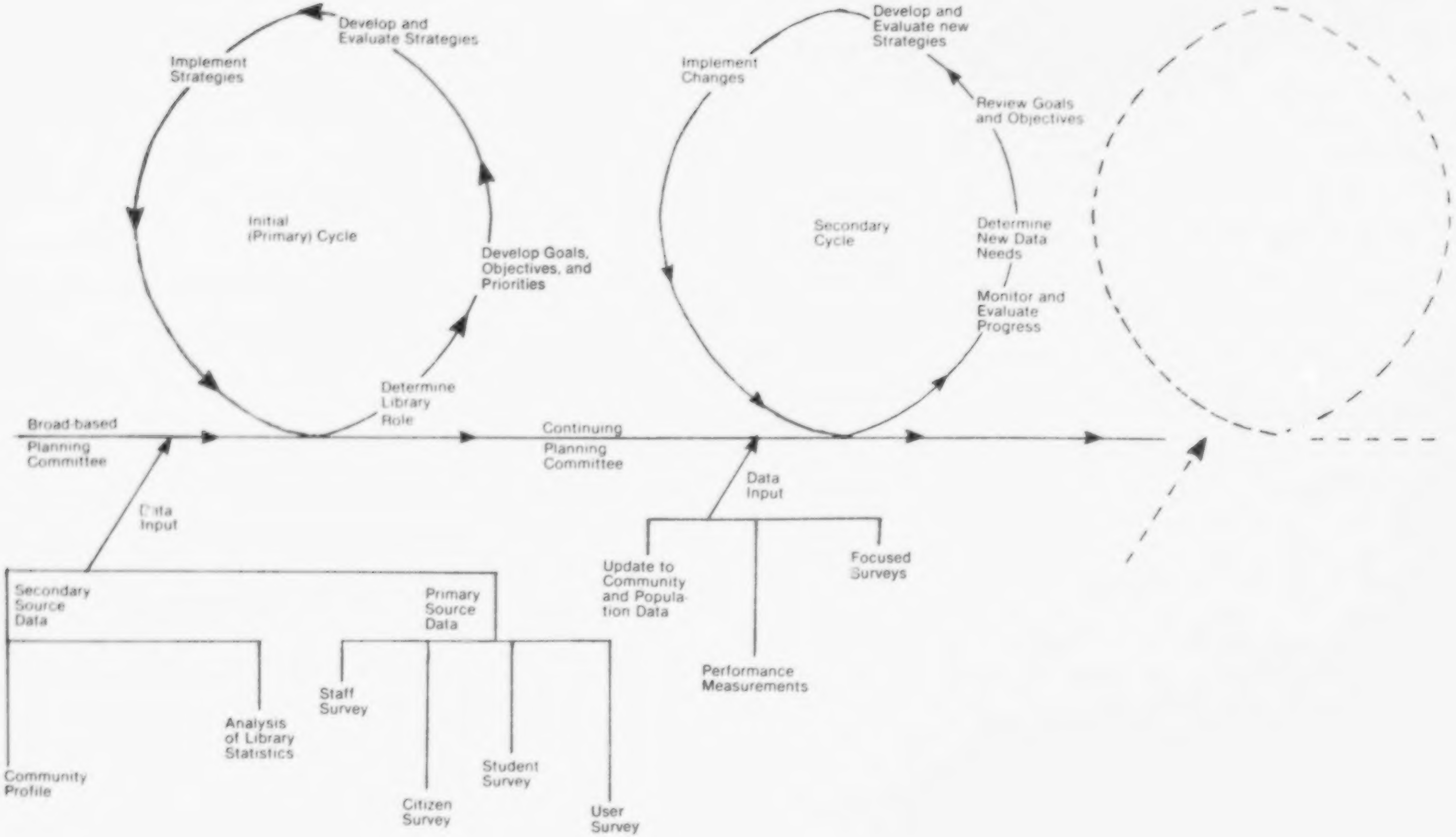
Develop and Evaluate Strategies
Implement Strategies
Initial (Primary) Cycle
Develop Goals, Objectives, and Priorities
Determine Library Role
Broad-based Planning Committee
Data Input
Secondary Source Data
Primary Source Data
Community Profile
Analysis of Library Statistics
Staff Survey
Citizen Survey
Student Survey
User Survey
Continuing Planning Committee
Develop and Evaluate new Strategies
Implement Changes
Review Goals and Objectives
Secondary Cycle
Determine New Data Needs
Monitor and Evaluate Progress
Data Input
Update to Community and Population Data
Performance Measurements
Focused Surveys

Figure 1. CYCLES OF THE PLANNING PROCESS

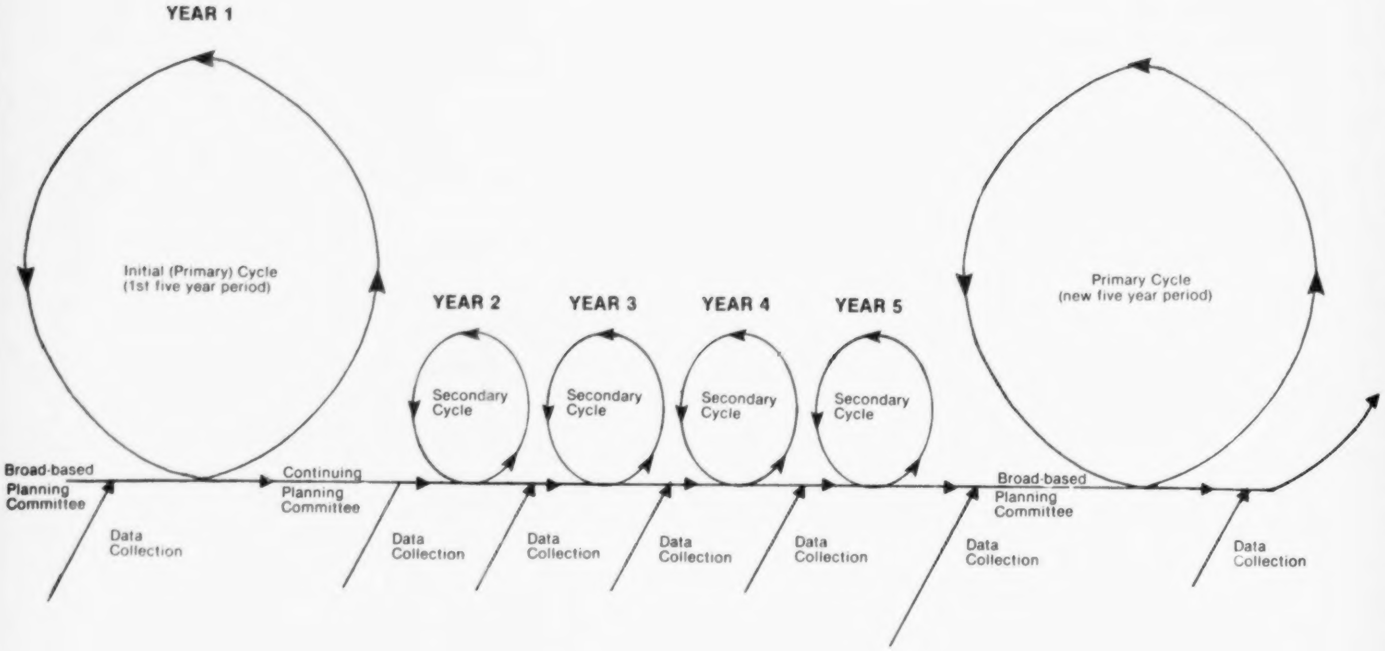
YEAR 1
Initial (Primary) Cycle
(1st five year period)
YEAR 2
YEAR 3
YEAR 4
YEAR 5
Secondary Cycle
Secondary Cycle
Secondary Cycle
Secondary Cycle
Primary Cycle
(new five year period)
Broad-based Planning Committee
Continuing Planning Committee
Broad-based Planning Committee
Data Collection
Data Collection
Data Collection
Data Collection
Data Collection
Data Collection
Data Collection

Figure 2. PLANNING OVER TIME

is, a time during which the plan generated during the initial cycle is reviewed and revised if needed.

Although a long-range plan may be the end product of a planning process, equally important is the effect of participation in the process. Basically, the planning process is a structured framework for continuous problem-solving based on a combination of objective and subjective information. Active staff participation in the process should result in increased use of empirical data and problem-solving methods in everyday management of the library.

USING THIS MANUAL

A Planning Process for Public Libraries is presented in three parts, structured to cover all aspects of the planning process. Although designed as a "how to" publication illustrating methods and procedures, it also discusses why things should be done. This appreciably increases the bulk of the text, and can create needless fears that the process is more complex and difficult than is actually the case. The "why" is essential for several reasons:

1. It provides a thorough understanding of the total process, and how each activity fits in.
2. It permits the committee to select those activities most relevant to a particular library.
3. It helps planners to define their own information needs, and to design the data collection appropriately.
4. It encourages better utilization of the information collected.

The entire cyclical planning process is described step by step, with activities divided into three major categories:

Part I - Preparing to Plan
Part II - The Planning Process
Part III - Collecting and Utilizing Data

An attempt has been made to explain what each process step should accomplish, how to achieve the desired result, and the kinds of information necessary. Each chapter may be used as a guide to the activities of a segment of the planning process.

All of the process steps described in Part II require some data or information on which decisions in the continuing planning process can be based. While not a part of the planning process itself, Part III of the manual provides a handy source of detailed methods for collecting, processing, analyzing, and presenting data from both primary and secondary sources, that is, that collected specifically for the planning process and published information.

The manual includes sample forms and questionnaires. It stresses the reasons for asking particular types of questions of particular groups or for collecting specific secondary source data (such as census statistics), both to insure that the questions asked will gather the information required and to aid in understanding the uses to which the data may be put. It includes a discussion of performance measures to aid the library in developing a comprehensive data system to meet all of its data collection needs.

The manual has been designed to be used by libraries of all sizes and organizational structures. Some specific recommendations are made for multi-library systems and for very small libraries. It is important to remember that the planning process offers great flexibility and should constantly be reexamined for those activities that are likely to yield the greatest payoff for the level of effort possible for the particular library, at any planning stage. One pass through the planning process should not be considered the end of planning in a given library. It is a learning experience. Having completed one cycle, a library will find that a second cycle will be easier and better.

PREPARING TO PLAN

Successful planning requires that the climate within the library or system be hospitable. Planning inevitably means change. The library is reexamining itself and questioning its assumptions about its community and its priorities for service. The library and its staff have to be willing to stand back and ask themselves whether they are providing the most-needed services in the most effective way possible. They must look forward to the future needs of their community, not just backward to the way that they have traditionally served their users.

Planning is risk-taking. It requires hard decisions about fundamental aspects of the library in the community. As presented in this manual, planning is radical, in the most basic sense of the term: going back to the root of the matter. The planning group begins by defining the role of the library in its community. The library's goals, objectives, and strategies are rooted in this decision.

Planning is also political. Where the library has a board of trustees or its equivalent in either a policy-making or an advisory capacity, the early and continued involvement of the board in the planning is essential. The board represents the interests of the community in library policy-making; it is also the library's liaison with the political process. The planning process itself is inevitably political, involving as it does the weighing of the needs of various interest groups. Furthermore, the results of the planning process will provide input into the budget process, as the library seeks the funding to accomplish its plan.

The Planning Committee

The process described in this manual requires that the library plan in conjunction with its community. It is not the library that is developing the plan, but a planning committee, which includes representation not only from the library but also from the community in general and the library's governing body (where such exists). It is not the library that is making decisions about what it will do for its community so much as the community which is deciding what it wants its library to be. This shift in the locus of power from the library to the community is critical if the library is to serve its entire constituency and not just the small segment of the population that has traditionally used libraries. The manual begins by describing the make-up of the planning committee and the roles of its members (Chapter 2).

Tailoring the Process to the Library

The emphasis in the planning process presented in this manual, and in the entire reexamination of standards that has led up to this publication, is on the individuality of each community and its library. Just as no one set of standards can meet the needs of all libraries, no one method of planning can meet the needs of every library from the small rural one-facility library to the multi-branch urban system. Although the outline of the planning process will remain the same, the exact steps to be followed, and especially the magnitude of the data collection effort, will vary according to the library's needs and resources. Chapter 3 is concerned with how the process presented in this manual can be adapted to the needs of various kinds of libraries.

Information for Planning

Early in the planning process the information that the planning committee will need for its decision-making must be collected and summarized. This may take place before the planning committee actually begins meeting, or with the participation of the committee. The advantages and disadvantages of each method are discussed in Chapter 2. Whichever method is chosen, the information that is needed and the means of collecting it is the subject of Chapter 4.

THE PLANNING PROCESS

The general approach to planning presented in this manual is by no means unique. These steps are basic to planning in any kind of organization. In this manual we have tried to present ways in which this general process can be adapted to the specific needs of public libraries. Many libraries are well-acquainted with planning: we hope that for them this manual will suggest tools and techniques that will improve their planning. For others, this may provide the incentive to begin planning for the first time, or at least be more systematic than before.

In describing the on-going process, the steps may appear to be rigidly ordered, with no flexibility for rearrangement. While all of the steps are essential, and should be incorporated in some cycle of the process, the suggested sequence is not mandatory and may be varied to meet the constraints and possibilities of the specific library.

The basic steps of the initial (primary) planning cycle, in which the library develops and implements a long-range library plan, include:

1. Assessing community library needs.
2. Evaluating current library services and resources.
3. Determining the role of the public library in its community.
4. Setting goals, objectives, and priorities.
5. Developing and evaluating strategies for change.
6. Implementing strategies.
7. Monitoring and evaluating progress toward goals and ojectives.

Assessing Community Library Needs

The first step in the planning process requires an assessment of the community environment and the characteristics of its population as they relate to the public library. This includes determining possible community information needs, the resources in the community available to meet such needs, and the environmental and population characteristics which encourage or inhibit delivery of library services.

Communities don't have information needs; individuals do. Needs vary from one person to another and for the same person over time. However, by looking at the characteristics of the individuals within a community, such as their ages, levels of education, and occupations, the library can predict to a certain extent the kinds of information that will be needed overall. Characteristics of the community itself, such as its location, the availability of educational and cultural facilities, and its major industries and businesses will also influence the kinds of information that its population may need.

The first planning process step begins with a description of the community and its people. This usually entails creating a community profile, that is, a summary of the information available from secondary sources such as the census, and collecting some new information directly from the community's residents and knowledgeable individuals: primary sources. Chapter 5 describes this planning step in detail, and Chapters 12 through 18 go into the mechanics of collecting data from primary and secondary sources.

Evaluating Current Library Services

Once potential library needs within the community have been identified, it is necessary to evaluate how well they are currently being met. The determination of the degree to which other community information resources meet the community's needs will be primarily subjective. The evaluation of current public library resources and services, and their success in meeting identified community information needs, however, are based on an analysis of library statistics and information derived from such sources as a staff survey, library user survey, and surveys of students and the general public. Chapter 6 describes this planning step in greater detail.

Determining the Library Role

All libraries share a common mission of meeting the cultural, educational, informational, and recreational needs of their communities. The recently-published Public Library Mission Statement[3] provides an overall statement of public library service philosophy. Many public libraries also have individual mission or policy statements.

In contrast to these broad statements of philosophy, the planning process requires an action statement that specifies the actual role that the library is to take in its own community during the planning period. An effective role statement is tailored to the community that the library serves. Chapter 7 is concerned with the development of this role statement.

Goals, Objectives, and Priorities

The heart of the planning process is the establishment of goals, objectives, and priorities. Long-term goals are viewed as broad statements of desired ends, whereas objectives are defined as specific targets within the goals. Each broad goal may have several objectives. Objectives should be concrete and measurable where possible. The goal-setting usually results in a greater number of objectives than a library can reasonably expect to accomplish. Therefore, it is necessary to set priorities among objectives under various funding contingencies. Such priorities should reflect the defined community needs, alternative resources available, and the role of the library. The development of goals and objectives and the setting of priorities are discussed in Chapter 8.

Strategies for Change

In order to meet the goals and objectives established, the library generally has to make some changes in kinds of services, levels of service, and policies. Goals and objectives are desired ends; strategies are the actions to be taken to achieve them. This can be the most creative step of the planning process, since it requires that the library reexamine its traditional services and operations and devise new ones which may more effectively meet its ends. Strategies have to be compared and evaluated in terms of their effectiveness in attaining the library's objectives, their relative costs, and the priorities given different objectives. The product of this step is the set of strategies expected to best meet the community's needs. Chapter 9 describes the process of developing and evaluating strategies.

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[3] Public Library Association, Goals, Guidelines, and Standards Committee, The Public Library Mission Statement and Its Imperatives for Service, (Chicago: American Library Association, 1979).

Implementation and the Beginning of a Second Cycle

Once the strategies have been chosen, specific plans must be made for carrying them out: who is to perform which activities, when, and how. The usual product of this step is a written long-range plan for the library. The library must then determine whether these strategies are indeed bringing the library closer to its goals and objectives. The continuing planning committee must also periodically review the goals and objectives to determine whether they are appropriate to the community's needs. The planning process never really ends. Chapter 10 goes on to discuss implementation and the beginning of the next planning cycle.

Developing a System of Management Data

A crucial part of monitoring the library's continued progress toward its goals and objectives is the development of a system of data, or library statistics, to measure the current quality of library services. Chapter 11 summarizes the major considerations for developing a comprehensive system that requires the minimum data-collection effort.

COLLECTING AND USING DATA

The early steps of the planning process require information about the community and its population, its library and other information resources, and library performance. Experience has shown that it is often best to collect this data early in the planning process. This information may come from the surveys of users, the general population, and the staff, as well as existing data sources. Figure 3 shows the types and sources of data associated with each of the planning steps in the initial and subsequent cycles. Each library must decide how extensive its data collection activities should be, based on its resources and needs.

Part III (Chapters 12 through 18) of this volume covers methods of data collection and analysis. This information has been separated from the main text for two reasons: to emphasize that different libraries will require different kinds and amounts of data; and to avoid overloading the members of the committee not directly involved in data collection with information that is less important to them than the earlier chapters. These chapters are intended primarily for the data coordinator, the library staff member with the primary responsibility for collecting the data and presenting it to the planning committee.

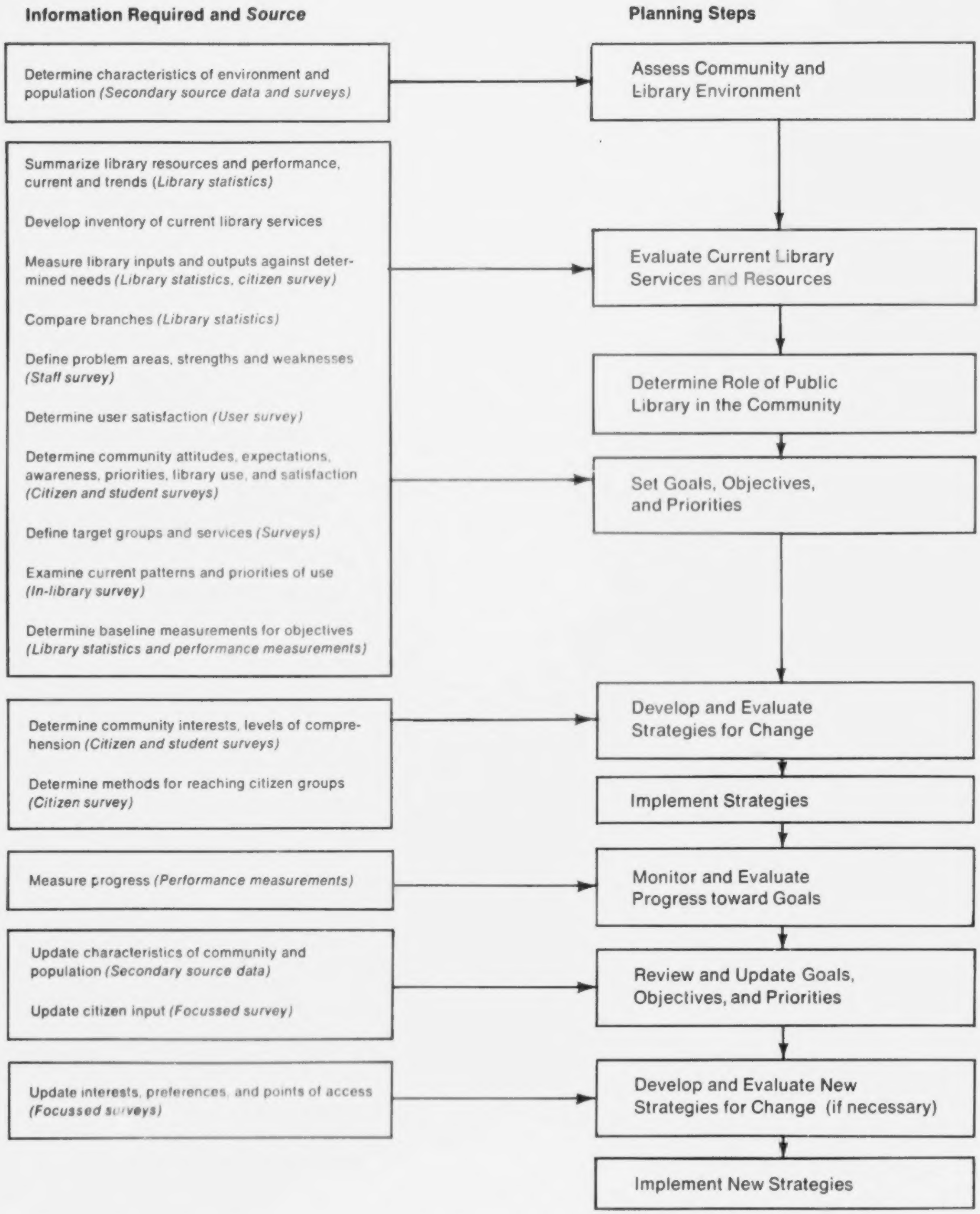
Information Required and *Source*
Planning Steps
Determine characteristics of environment and population *(Secondary source data and surveys)*
Assess Community and Library Environment
Summarize library resources and performance, current and trends *(Library statistics)*
Develop inventory of current library services
Measure library inputs and outputs against determined needs *(Library statistics, citizen survey)*
Compare branches *(Library statistics)*
Define problem areas, strengths and weaknesses *(Staff survey)*
Determine user satisfaction *(User survey)*
Determine community attitudes, expectations, awareness, priorities, library use, and satisfaction *(Citizen and student surveys)*
Define target groups and services *(Surveys)*
Examine current patterns and priorities of use *(In-library survey)*
Determine baseline measurements for objectives *(Library statistics and performance measurements)*
Evaluate Current Library Services and Resources
Determine Role of Public Library in the Community
Set Goals, Objectives, and Priorities
Determine community interests, levels of comprehension *(Citizen and student surveys)*
Determine methods for reaching citizen groups *(Citizen survey)*
Develop and Evaluate Strategies for Change
Implement Strategies
Measure progress *(Performance measurements)*
Monitor and Evaluate Progress toward Goals
Update characteristics of community and population *(Secondary source data)*
Update citizen input *(Focussed survey)*
Review and Update Goals, Objectives, and Priorities
Update interests, preferences, and points of access *(Focussed surveys)*
Develop and Evaluate New Strategies for Change (if necessary)
Implement New Strategies

Figure 3. INFORMATION REQUIREMENTS FOR THE PLANNING PROCESS

SUBSEQUENT PLANNING CYCLES

Where comprehensive data collection is performed during the initial planning cycle, the subsequent cycles will tend to repeat a continuing pattern throughout the planning period. The basic steps of the continuing cycles are reiterations of those in the basic planning cycle:

1. Monitoring and evaluating progress toward goals.
2. Reviewing and updating goals, objectives, priorities.
3. Developing and evaluating new strategies for change, if necessary.
4. Implementing new strategies.

The development of a system for monitoring, evaluating, and measuring performance under the long range plan is the final step in the first planning cycle and its implementation is the beginning of the next. It includes:

1. Review of secondary source data for changes in the community or its residents which affect the role of the library or the delivery of library services.
2. Measurement of progress toward planning objectives.
3. Examination of strategies in relation to objectives.
4. Monitoring of experimental strategies and pilot projects for possible application throughout the library or system.
5. Collection of data in response to planning information needs, or to provide new measures of users, use, and satisfaction.

Reviewing and Updating Goals, Objectives, and Priorities

Periodically, the goals, objectives, and priorities should be reexamined in the light of recent developments in the library and the community to determine whether they remain relevant. The planning committee's initial choices, once they have been implemented, may prove not to meet the community's needs after all; or changes in the community may require changes in the library. The planning process is dynamic, and the plan must be, too.

Developing New Strategies

Old strategies must be reviewed and new strategies developed as needed throughout the planning period, as circumstances change or strategies prove less successful than anticipated. Procedures used in the initial cycle should be used again to compare the new strategies with those already implemented.

Implementing New Strategies

The implementation of new strategies completes the second cycle of planning, with the continuing monitoring and evaluation of the revised program beginning the third cycle.

INFORMATION NEEDS IN SUBSEQUENT CYCLES

The amount and kinds of data collected during later planning cycles should be based on the needs of each cycle. Some of the data collection suggested for the initial cycle may be deferred until this time because of initial time and monetary constraints. In addition, the community profile constructed during the initial cycle must be periodically updated to insure that library services remain relevant to the community.

When the community is fairly stable with few changes in its environment or population, primary source data collection may be limited to occasional brief surveys. If substantial changes in population characteristics or distribution occur, however, it may be necessary to conduct another, more comprehensive citizen survey to determine new patterns of information and materials use.

INTRODUCING A NEW PLANNING PERIOD

As the end of a five-year planning period approaches, a new broad-based planning committee should be reassembled and begin a total reassessment of library role and goals. A substantial amount of primary data collection should be undertaken to provide fresh citizen input on a more comprehensive scale than that during secondary cycles. The continually updated data files and the current and historical records of the previous plan will also provide data essential for this new comprehensive review. In general, the new cycle resembles the initial planning cycle, with a fresh look at potential user groups, services, and methods of delivery. Subsequent cycles will again repeat the patterns of the previous secondary cycles.

In addition, the library should undertake comprehensive planning-on a scale similar to the initial planning effort whenever the population, the environment, or the library's resources change substantially.

COST AND DURATION OF THE PLANNING EFFORT

This manual assumes that a library will carry out the planning process without outside assistance. The level of effort required to accomplish the entire process is difficult to estimate, since it will vary with the size of the library and the extent of primary data collection. Chapters 12 through 18 include rough estimates of the level of effort required for each data collection activity.

The duration of the process, from the beginning of the pre-planning until the end of the first cycle, will depend on the extent of data collection and the amount of time that the library and its planning committee can devote to the process. This can be reduced if the library can get extra staff, volunteers, or other assistance in the data collection and analysis. When several surveys are conducted, a complete initial cycle typically takes around 18 months.

A consultant may be used to coordinate or perform data collection and analysis and/or serve as a facilitator and catalyst in the planning process. In the latter capacity, the consultant may be best used to perform the following:

1. Aid planners in determining the feasible scope of planning activities.
2. Assist in the development of a data collection plan.
3. Guide planners through the planning process.
4. Serve as a catalyst in the determination of library role, and in the establishment of goals and objectives.
5. Document the committee's decisions.

A staff member from the state library agency, trained in the planning process, can be a useful consultant.

Although using a consultant for the collection of planning data substantially reduces the staff time required, a library staff member (referred to in this manual as the data coordinator) should work closely with the consultant to insure that both consultant and committee completely understand the data and its uses during all planning stages. However, this manual is designed for a do-it-yourself process, and the use of a consultant, while convenient, is not essential.

Part I

PREPARING TO PLAN

CHAPTER 2

The Planning Committee

Once a library or system has made the basic decision to undertake the planning process, its initial activities must include:

1. Selecting a broad-based planning committee.
2. Determining the scope of effort feasible for the library or system.
3. Collecting, collating, analyzing, and synthesizing data to be utilized by the planners.

COMPOSITION AND ROLE OF THE PLANNING COMMITTEE

The planning committee is to be a working group, small enough to make interaction and individual input feasible, and large enough to provide a broad representation of interests. A committee of not more than 15 persons willing to make a strong commitment to the planning process is recommended.

Ideally, the committee will represent the major groups in the community as well as library interest groups, including:

1. Planning groups from the local political jurisdiction.
2. Community business and service organizations.
3. Local school or college officials.
4. Trustees or other library policy-makers.
5. Library administration and departments or divisions, including:
   Branch libraries, if any;
   Special service projects;
   Staff association, where one exists.

6. Users of the library (may be from Friends of the Library group).
7. Non-users of the library (may be from one or more of first three groups).

Where appropriate, minority groups, the handicapped, or other special interests may also be represented. Representatives of additional groups may be brought in at various planning stages, as described in subsequent chapters. Planners should be chosen with regard for their willingness to make the necessary commitment of time, interest, and effort. A good, interactive planning group makes planning exciting as well as productive.

If necessary, the committee may be reduced after the initial planning cycle to a subset of the original group. This subset should include all or most of the library committee members. Continuity of committee membership, where possible, will improve its productivity.

The library director will generally be a member of the committee, and perhaps its chairperson. Although the director could delegate this responsibility to someone else on his or her staff, the director will have the ultimate responsibility for implementing the committee's decisions and so his or her participation is important. The director will also have to communicate to the committee the library's current situation and constraints, and carry back to the library the committee's discussions and decisions.

The director may want to chair the committee in order to guide the committee's deliberations. On the other hand, she or he may decide that she or he can participate more fully if someone else--for example, a staff member or consultant--runs the meetings as more of a facilitator, guiding the process but not directing its substance.

Another person who might chair the committee is the president or chairperson of the library's governing board or commission, where such exists. As the library policy-making body, the board of trustees or its equivalent should be intimately involved in the planning process. This usually means one or more members, generally including the board's chairperson, on the planning committee. The final planning document may be presented to the board for its discussion and adoption. Since the board of trustees system is intended to provide citizen overview of the library's policies, and this planning process requires community involvement in library planning, the board should be closely involved in the planning process.

Whoever chairs the committee--the library director or someone else from within or outside the library--will have the demanding task of bringing a disparate group of individuals to a consensus on some very difficult decisions. Although this manual sets forth the general outlines of the process, the particulars have to be tailored to the library's needs and to the dynamics of the individual planning committee, which will depend on the level of understanding of the library among the various members and their personalities. The committee chairperson will need skills both in decision-making and in group processes if the committee is to be effective.

One issue that must be clarified at the first meeting of the planning committee is its role in library decision-making. In most libraries, the ultimate responsibility for library policies and operations rests with a board of trustees and/or the library director, and the planning committee can only advise them. In a board situation, for example, the long-range plan that is the final product of the initial planning cycle will generally go to the board for possible revision and adoption. Involving the library director and one or more board members in the committee, however, should help to ensure that the product of the committee's deliberations will be implemented and not just read and shelved.

The planning committee needs to be briefed on the decision-making process in their own particular library and on what is to be done with their planning document. This will help them to understand the feasible scope of their planning effort and to reassure them that their deliberations are not just an intellectual exercise.

COMMITTEE INVOLVEMENT IN DATA COLLECTION

The library has two options for the timing of data collection and the formation of the planning committee.

1. The full committee may begin meeting immediately, and make the initial decisions about the scope of planning activity, information to be gathered, design of the data collection instruments, assessment of the community and its library, and so on.
2. The initial data collection activities may be the responsibility of a subcommittee or planning group, which later forms the nucleus of the full planning committee. The full committee is brought in beginning with the determination of the role of the library in its community.

Experience has shown that the necessarily slow process of data collection and analysis and the large volumes of data have diminished the enthusiasm of planners, so that much of the momentum and involvement of community representatives is lost before the most important stages of planning. Community representatives are generally more effective at reacting to proposals than analyzing the data and initiating change.

The second option has the advantage of bringing in the non-library committee members only later, when their participation is the most crucial. However, it is not generally politically feasible. The committee must feel that they "own" the process, that the full committee is doing the planning, not that the library is using the committee to acomplish its own ends. By controlling the data collection the library may be shaping the outcome of the planning process itself. Furthermore, one of the major political advantages to the planning process is the community's assurance that the plan is the product of a group that represents the community's own interests. The second option may appear to dilute the participation and therefore the influence of the public members.

The first option is therefore generally the most feasible. To combat the committee's tendency to lose its momentum while the data is being collected, the library should find other ways to keep the committee active and involved. A subcommittee may work with the data coordinator. Another subcommittee may seek input directly from leaders of the various interest groups within the community. Yet another may concentrate on publicizing the library's planning effort, to gain both the cooperation of citizens and library users and the political benefits that come from such a self-evaluation.

If the library elects the second option, the planning group or subcommittee which will be active preliminary to the involvement of the larger group should be made up of no more than three or four library staff members, including a branch or agency librarian where applicable. Where there is an active board of trustees or other governing group, one representative from this group should be included.

The working group should:

1. Determine the scope of planning effort possible, considering:
   a. The level of community involvement anticipated.
   b. The staff effort possible.
   c. The availability of volunteers or other special help for data collection and processing.
   d. The need for information for the planning process.
   e. The volume of data collection and analysis feasible.
   f. Time and monetary constraints.
2. Prepare a schedule of the tasks to be accomplished prior to meetings of the full planning committee.
3. Determine the data to be collected and methods of collection to be used.
4. Develop instruments and procedures for data collection.
5. Determine methods for processing and analyzing data.
6. Establish the agenda and determine data to be presented at the first meeting of the full planning committee.

Where the first option is followed and the entire committee is involved throughout, these initial decisions fall on the committee as a whole.

THE DATA COORDINATOR

The small planning group or subcommittee should be headed by the administrative staff member who has library or system responsibility for data collection and coordination, if such exists, or by some other staff person who can effectively perform the tasks described below. Where the first option is followed, this person still performs these tasks, in a staff relationship to the planning committee. This person is called the data coordinator, and plays a continuing role throughout the pre-planning and planning process, and in subsequent planning cycles. During the pre-planning, data collection phase, responsibilities of the data coordinator should include:

1. Familiarizing oneself and others with the planning process and data collection and analysis methods described in this manual.
2. Calling meetings and coordinating activities of the subcommittee or planning group, where such exists.
3. Making recommendations (to the subcommittee or the committee) about the data to be collected during the planning process.
4. Working with the subcommittee in developing data collection instruments.
5. Coordinating the collection, collation, and analysis of the data.
6. Summarizing the data collected.

When the full planning committee is deliberating, the data coordinator will also:

1. Present pertinent information to the committee at all planning stages.
2. Synthesize the deliberations of the committee by means of drafts of various planning elements, and summaries of the committee's decisions.
3. Under the supervision of the committee chairperson, coordinate the preparation of the final planning document.
4. Maintain data for future reference.

PLANNING SESSIONS

The length of planning sessions will depend to some extent upon the time constraints of committee members. Three-hour sessions have proven successful. At some planning stages, effective planning sessions could last a full day, if the members' schedules permit.

The chairperson should develop an agenda for each meeting, and the data coordinator should be prepared to provide supportive information as required. If possible, a copy of the agenda with appropriate data summaries should be provided to each planning member from several days to a week before the scheduled meeting, both to serve as a reminder of the meeting, and to inform planners of the topics to be covered.

The number of topics to be included in a single agenda will depend upon the time available, although some topics may be briefly introduced at one planning session and extensively discussed at the next. This will permit more time for reflection by committee members so that the ensuing discussions will be considered and comprehensive. The frequency of meetings depend on what is being accomplished and the desired pace.

Chapter 3

Tailoring the Process to the Library

The planning process outlined in this manual is of necessity very general. Although the steps to be followed will be roughly the same in every library, the process should be adapted to the needs of each. A small rural library, for example, generally does not need and cannot support as ambitious a planning effort as a large urban library. The exact process to be followed will depend on the individual library's problems, resources, and constraints.

Before any actual planning begins, therefore, some basic decisions have to be made about the scope of the effort to be undertaken. Some libraries begin the planning process in a rush of enthusiasm and commit themselves to a much more ambitious undertaking than they can reasonably complete. The process drags on and the committee loses heart, and the effort itself is eventually abandoned. One of the first steps of the planning process, then, is to plan the process itself to suit the needs and the capabilities of the library or system.

THE SCOPE OF THE PLANNING EFFORT

The planning committee, in consultation with the library director and (where applicable) the board of trustees, should decide at the outset the scope of the planning effort to be undertaken. The scope includes issues to be included or excluded from consideration, and any constraints on the planning process.

Although the process described in this manual is a comprehensive assessment of and plan for the library, in practice the committee's time and resources are limited. The library and the committee must decide the magnitude of the planning effort feasible at this time, and the boundaries of the effort to be undertaken.

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The library may be aware of particular problem areas which the committee must be sure to address. For example, if the library is considering building additional facilities, the committee should be sure to include building alternatives among its strategies. On the other hand, if the library has no hope of getting additional funds for buildings in the foreseeable future, the commmittee should frame its alternatives within the constraint of existing physical facilities.

THE EXTENT OF DATA COLLECTION

Data collection is the most costly and time-consuming part of the entire planning process, and should be carefully reviewed in determing the scope of effort. While varying amounts of data may already be available (e.g., routinely-collected library statistics or community profiles) most libraries or systems have not systematically collected the various types of data needed.

In general, the planning process begins with a substantial effort at gathering the information on which later decisions will be based. Some of the data collection can be deferred until later in the first planning cycle or until subsequent cycles. However, some of the data collection activities, such as the citizen survey, require a level of effort that makes it important that all data are collected from these sources at one time.

The use of data from different sources is discussed in subsequent chapters and various methods for collecting, collating, and analyzing them are detailed in Chapters 12 through 18. The following information is important to informed planning; sources are shown in parentheses.

1. The nature of the community and its population, the factors which encourage or inhibit the use of library services, and the alternative information resources available to its residents. (Community profile)
2. Characteristics of users and non-users of library services, and reasons for non-use. (Citizen and student surveys)
3. Attitudes toward library services and funding. (Citizen and student surveys)
4. Awareness of library services among users and non-users. (Citizen and student surveys)
5. Purposes and patterns of library use among various groups. (User survey)
6. Strengths and weaknesses of the library or system. (Staff and user surveys)
7. Identified library problems. (Staff survey)
8. Groups served and their satisfaction with current library services. (User survey)
9. Library resources and performance, and comparison with similar libraries. (Library statistics/and performance measures)

Although these data collection activities, as outlined in later chapters, are designed to be as inexpensive as possible, they are not costless, and the staff time required in particular can be considerable. The library has to consider its own resources and any others available to it. Special planning funds can sometimes be obtained, or volunteers can assist in the data collection. The level of effort to be undertaken will depend in part on what the library can reasonably expect to accomplish with the personnel available.

One possibility is to perform the data collection in stages over the entire first planning cycle, or even to defer some of the data collection until later cycles. Planning is continuing and cyclical; information not available at first can be introduced into the process later. Scheduling the data collection effort requires, first of all, an assessment of the various kinds of information and the stages at which each will be needed, and of the library's ability to collect and analyze it.

Some data collection activities cannot be spread out. The citizen survey, for example, as noted above, can generally only be performed once per cycle or per several cycles, so all the questions that the committee is going to want to ask must be included. The user survey, on the other hand, can be repeated with a few pointed questions later if the planners find themselves in need of additional information.

Another factor to be considered is information overload. To comprehend one's community, its information needs, and resources, means assimilating a substantial amount of information. Too much data, however, is as bad as too little. It is important to consider the questions the data will answer, and to design an appropriate data collection method. This is not to say that the answers should necessarily be predictable--"no answer" is sometimes an answer in itself, and "fishing" is sometimes necessary to determine if there is anything to be caught. But data collected should be purposeful. Findings should document facts already known; confirm or challenge assumptions not previously based on fact; and provide answers to specific questions about community needs, population, and users or uses of the library.

Planners should ask themselves when designing any data collection:

1. What questions do we want answered?
2. Will this data answer them?
3. How will the information be applied?
4. What will be the effect on the planning process of having or not having the answers to these questions?
5. What is our capacity for collecting and processing data?
6. Do we have the capability to adequately analyze and use the data collected?

Collecting information which is not used is wasted effort. It is particularly important that the data coordinator develop, and establish for the planning committee, an understanding of the data collected and its specific utility in the planning process.

MULTI-LIBRARY SYSTEMS

The planning process can be applied to multi-library systems--federated and cooperative systems and networks--in two ways:

1. For overall system planning.
2. For coordinated planning in individual libraries in the system.

Planning in individual libraries in the system is carried out as for any other library. On the system level, however, the planning is primarily concerned with overall system development and the relation of the system to member libraries.

Some information from citizens, designed to determine areas and population groups unserved, awareness of library services in the community, and attitudes toward library access, services, and funding, is essential. User surveys should be conducted at each facility to uncover differences in types of use, satisfaction with services provided, and needs for services not provided.

If libraries in the system have independent governing boards in addition to the system governing board, some representation of local boards should be included on the planning committee.

VERY SMALL LIBRARIES

Many public libraries are very small, with only a few staff members --sometimes as few as one part-time paid employee. Although the constraints on time and funds in these libraries would appear to preclude application of the planning process there, with a strong commitment on the part of governing body, staff, and volunteers, structured planning is still possible. If the library belongs to a system, the headquarters staff may be able to assist in the planning effort. Help from a consultant from the state library agency might also be available.

The data collection will have to be simplified. A group discussion among the staff, structured along the lines of the staff survey in Chapter 14, may provide information on reactions to library policies, and on strengths, weaknesses, and problems of the library.

A citizen survey may be possible using trained volunteers for collecting and tabulating the data. Citizen input may be obtained through other means such as a public meeting structured to provide reasons for non-use, awareness of the library and its services, attitudes toward funding, access to facilities, and needs for services not provided.

The data collection may be extended over a longer period of time to ease the pressures on those involved, but the basic steps of the planning process will remain the same.

VERY LARGE LIBRARIES

Very large libraries with many branches, like very small libraries, may need to adjust the process to their particular needs and resources. Because they usually serve large geographical areas, with many distinct communities, they may be similar to multi-library systems in their needs. The library may want to consider planning separately for individual branches or clusters of branches as well as for the system as a whole. Large libraries may also want to test the planning process in one area before mounting an all-out, system-wide planning effort. The experience gained in the test area should make the larger effort go more smoothly.

CHAPTER 4

Information for Planning

Designing library services for a particular community requires knowledge of the community, its people, and its current information sources. This chapter presents an overview of the kinds and sources of information useful in the planning process. Because not all members of the planning committee need be concerned with the details of how this data is collected and analyzed, that information is treated in further detail in Chapters 12 through 18.

DATA COLLECTION

Planning information is derived from both primary and secondary sources. Primary data come directly from individuals, library users and other members of the community, and are usually collected by means of a survey. Secondary data have already been collected and recorded elsewhere, as in published sources like the census and unpublished sources like local planning department files. A third kind of information, which may be either primary or secondary, is library statistics. Some of this information is collected by the library itself, either routinely or specifically for the planning process. In addition, statistical information about other libraries and about the past performance of the library doing the planning may come from secondary or published sources.

LIBRARY STATISTICS

All public libraries collect statistics for internal purposes, and most also report them to their system and/or state library agency. Routine library statistics measure resources, or inputs, such as books and staff, and services, or outputs, such as items circulated and reference questions answered. The planning committee should be provided with:

1. A summary of library or system resources and services; and
2. A comparison of these measures with those of other, similar libraries.

These figures can be analyzed to show trends over time within the library. The comparison with other libraries--which may be libraries in the immediate vicinity, elsewhere in the state, or in other states but with similar populations (in terms of size and demographic characteristics)--tells the committee something about how well the library is performing relative to what other libraries have been able to accomplish.

Some states have quantitative standards for libraries, usually requiring that libraries score above a certain level on measures such as staff and collection size to qualify for state aid. Such figures will provide added comparisons between the library and others in the state. The library's performance relative to these standards should also be provided to the planning committee as another way of assessing the library's achievements.

Some of this statistical information will also be used later in the planning cycle. Objectives require quantitative measures of performance. In choosing objectives, the committee will need to know how well the library is currently performing. These measures will also provide baseline data against which to measure the library's future progress toward its objectives.

SECONDARY DATA: THE COMMUNITY PROFILE

Secondary sources can provide a substantial amount of information useful in the planning process. Census reports, local government documents, chamber of commerce summaries, and special planning reports can provide background information on the community for the planning committee. This can be pulled together into a summary that is called in this manual a "community profile."

The purpose of the community profile is to provide an overview of the community, looking at the characteristics of the people to be served and the environment in which the library functions. Chapter 5 talks about how this information is used in planning. Chapter 12 is a detailed discussion of the methods of developing and presenting the community profile and the sources of data. The kinds of information to be included in the community profile include the population of the community; its demographic characteristics, such as race, age, sex, educational level, and occupation; its development and growth in the past and trends for the future; and the local environment, including predominant business and industry, communications, transportation, educational and cultural facilities, and information resources other than the library.

The planning committee requires this community profile at the very beginning of the planning process, to establish the context within which they are working. However, additional information from secondary sources can be collected throughout the planning process, as questions arise or as information becomes available that is relevant to the library.

PRIMARY DATA

The community itself is the best source of some of the information needed for planning. Although time-consuming and costly, surveys are the most thorough means of getting input from a cross-section of various community groups.

Five kinds of surveys are outlined as part of the planning process: surveys of library staff members, citizens, students, and users; and focussed surveys. Not all are necessary in every library. The following section describes the various surveys and the kinds of information they can provide. Each library must decide whether the information from each survey is useful enough to justify the effort required, and choose the surveys appropriate to its particular situation.

Chapters 14 through 17 describe the methods of conducting these surveys to generally ensure statistically-valid results. Since not every member of the group to be surveyed will actually be questioned, the survey methods have to be designed to ensure that the answers received will be representative of the population as a whole. However, some other methods, although not as statistically refined, may provide useful information at considerably less cost. Some of these alternatives may also be politically preferable.

One alternative is to hold public meetings. If, for example, the intention is to find out what users think of the library, a meeting could be scheduled at which users would be asked to air their views. It is more difficult, but not impossible, to include non-users in such meetings. Generally, those who feel strongly about the library one way or the other and who are inclined to participate in civic activities will be those who come and speak; the outcome of the meetings will represent the views of this group, not necessarily the population as a whole.

The library may also arrange meetings with the leaders of particular interest groups within the community, such as racial, ethnic, or language groups and political organizations. These may be particularly useful in communities with large minority groups. Minorities are often underrepresented in standard surveys. In particular, they are less likely to own phones and will be missed by a telephone survey.

The surveys, however, generally remain the most comprehensive and statistically valid way of finding out what people think of the library.

The Staff Survey

The effort required to collect staff input through a survey of representative individuals is relatively small, so the staff survey can be a part of the planning activity undertaken by each library. A complete discussion of the staff survey, and the methods of developing the sample, designing a questionnaire, collecting the data, and processing it, will be found in Chapter 14.

Data to be collected in the staff survey should include:

1. Evaluation of library policies, procedures, and services.
2. Evaluation of supervisor, administration, and library performance.
3. Personal philosophy of service to users.
4. Priorities for services and target groups.
5. Evaluation of library strengths and weaknesses.
6. Assessment of important problems facing the library.
7. Reaction to specific local issues.
8. Suggestions for improvements.

Staff assessment of services, strengths and weaknesses, and problems is useful as part of the determination of the library role. Other data with regard to priorities for services and target groups will be relevant to the establishment of service goals, objectives, and priorities. The staff's evaluation of policies, procedures, services, administration, and training, and satisfaction with wages or working conditions should be reviewed during discussions of resource management and administrative goals and objectives.

Although a survey of only a sample of the staff is suggested, many libraries choose to include everyone. In every case, questionnaires should be self-administered, that is, in written form, not interviews, and individual responses held confidential.

The Citizen Survey

The citizen or household survey usually consists of interviews with a sample of community residents carefully selected to reflect all parts of the community. It may be based on personal interviews, usually in the home (hence "household survey"), which require trained interviewers. This method is time-consuming and costly. The one recommended here is the telephone interview, which substantially reduces the time spent and eliminates travel expenses. Telephone costs may be minimized by careful planning, and labor costs virtually eliminated if volunteers (trained by the library) are used for the interviewing.

Some less systematic (and therefore less statistically valid) but easier survey methods may be considered. Street interviews at one or more busy street corners or shopping centers may reach a cross-section of the population, although not necessarily a representative one. A short survey form in a local newspaper will elicit the opinions of whomever is willing to make the effort--again, not necessarily a representative group.

Some of the types of data that can be secured from a citizen survey include:

1. Attitudes toward the public library and its role in the community.
2. Satisfaction with library service.
3. Description of non-users of the library, and reasons for non-use.
4. Sources of information and reading materials used by residents.
5. Library service preferences and priorities of residents.
6. Attitudes toward proposed new library services.
7. Demographic characteristics of residents and non-demographic characteristics such as constraints on use of library facilities and services.
8. Characteristics of new community residents vs. long-time residents.

Samples of questions that can be asked on a citizen survey are discussed in Chapter 15.

A citizen survey generally entails the greatest effort and the highest cost of any of the surveys discussed. It is particularly important in providing input from citizens who are not library users; it is generally also of substantial political importance to the library. Since it can relate library use to personal or other characteristics of residents, it permits identification of unserved or underserved population segments, which can then be targeted for improved service. Among the surveys, it is recommended that the citizen survey should be given priority.

The Student Survey

Relatively little attention has been paid to the information and materials use patterns of the young, perhaps because library use among students tends to be very high relative to that of other population groups. Many studies show, however, that library use tends to drop off sharply after students leave school and put behind them their school-related information needs. Some studies suggest that it is the purpose of the child's visit to the library which is important. Quite simply, children who use the library for general or recreational materials and information are far more likely to continue to use it as adults than those who use it only for school-related purposes.

With the cooperation of the school system, a sample of students at various levels may be surveyed using a self-administered questionnaire. Information which can be collected with a student survey includes:

1. Attitudes toward and use of school and public libraries.

2. Awareness of library services and how to use them.
3. Relationship between the student's non-school library use and that of the rest of the family.
4. Specific non-school information needs.
5. Effect of librarian class visits on use of the public library.
6. Patterns of information search, and sources of securing leisure reading materials.
7. Differences, if any, by age and sex.
8. Attitudes toward proposed new services, if any.

The return is generally very good if teachers are willing to administer the questionnaire during class time. The questionnaire can be designed in cooperation with representatives of the school system to collect information of use to them as well.

The User Survey

An in-library or user survey can provide detailed information about users and their use of the library. Since it reflects information primarily about heavy users (who are more likely to be surveyed because they are in the library more often), an in-library survey should supplement rather than replace user data in a citizen survey.

In-library surveys may be based either on exit interviews (interviewers randomly stopping individuals as they leave the library to ask them questions) or on self-administered written questionnaires placed near entrances and exits of the facility. The interviewers can be either library personnel or volunteers. Where self-administered questionnaires are used, bookmobiles and other service outlets can more easily be included in the survey.

A user survey can collect the following information:

1. Characteristics of library users.
2. Purposes for using the library.
3. Services used and satisfaction.
4. Reasons for dissatisfaction.
5. Kinds and amounts of materials borrowed.
6. Availability of materials sought.
7. Search patterns.
8. Added library needs.
9. Service priorities.

The in-library survey can also provide information on current service levels needed to set measurable objectives. This type of survey also lends itself to multiple focussed surveys (below), whenever a comprehensive survey is not possible during the first planning cycle. In this case, the committee must determine the most critical planning needs and conduct one or more focussed surveys as required. Methods for conducting user surveys are detailed in Chapter 17.

The Focussed Survey

Small surveys of a group may be used to ask one or more specific questions. Although such surveys may be used mostly in later cycles to monitor progress toward objectives and for updating citizen input, in-library focussed surveys in particular may be useful for finding answers to questions arising at later planning stages, for determining reactions to proposed strategies for changes in the library, or for measuring library performance.

Because the focussed survey is in effect a short version of one or more of the other surveys, the focussed survey is not treated separately in this manual. The procedures for the focussed survey are the same as for a comprehensive survey of the same population; the difference is that only a very few substantive questions are asked, along with as much personal information as is needed to analyze the responses among different groups. In practice, only the user and staff surveys lend themselves to focussed surveys. The amount of effort required for citizen and student surveys makes it impossible to repeat them periodically.

The statistical precision of an individual estimate from survey data depends on the number of responses. The recommended sample sizes for the surveys given in Chapters 14 through 18 should yield estimates that are of reasonable precision for planning.

Some comprehensive surveys may be deferred to later planning cycles. In this case, specific objectives, priorities, and strategies should be reviewed in light of any new findings when the surveys are performed. Once a comprehensive base of data has been developed, periodic focussed surveys of staff and users may be used to evaluate progress and to identify changes in needs or patterns of use. Substantial changes in the environment may indicate the need for a revised data base, but, in general, additional comprehensive surveys should not be required before the end of the planning period. At that time, if necessary, one comprehensive survey may be introduced in each new planning cycle, beginning with the citizen survey.

Frequent reference to, and periodic up-dating of, the comprehensive data base established in the first cycle should enable library planners and staff to continue to assess the community's information needs.

Cost of Surveys: Money and Time

There are five steps to conducting a survey:

1. Defining the data requirements.
2. Preparing the survey instrument (interview form or questionnaire).
3. Collecting the data.
4. Coding and processing the data.
5. Analyzing, summarizing, synthesizing, and presenting the data.

Survey costs will depend upon the methods used. The methods suggested in Part III have been developed to minimize monetary costs as much as possible, and the use of volunteers in some of the steps can reduce both monetary costs and staff time still further. The availability of cooperative and competent volunteers to provide a substantial amount of the labor for a survey may well be the deciding factor as to whether or not a comprehensive survey program can be carried out by your library. Help may be available from colleges or universities in the area, as well as local planning agencies. Processing survey data might be undertaken by a local business having computer facilities.

The surveys provide a pool of information that can be drawn on as needed throughout the planning process. While staff members and users provide relatively accessible populations from whom additional data can be collected at a later date, the effort involved in developing, conducting, and processing a survey suggests that all data from the particular source should be collected at one time, if at all possible.

USING THE DATA

There is little value in collecting information which is not used. In the discussions of developing survey questionnaires in Part III, an attempt has been made to define both the purpose for asking and the types of answers one might expect from particular questions. Methods for analyzing the data to highlight important findings and suggestions for presenting them to the planning committee are included. But how does the planning committee put this information to work?

First of all, we must recognize that the survey data in themselves provide no conclusions. Specific findings must be interpreted in view of the overall understanding of the community and the library's resources and constraints. The data collected should, however, indicate directions for planning, and substantially improve the level of information on which judgments and decisions are based.

Some of the survey data should provide planners with a better understanding of the relationship between the library and its community. Other data will amplify and clarify the information derived from secondary sources, and may provide baseline measures from which to derive specific objectives.

Information about those served, unserved, or underserved is useful for determining target groups--those population groups requiring special attention. For example, the undereducated, the aging, and those lacking convenient access to library services may be underserved, as indicated by the smaller proportion of them utilizing library services. The surveys may also show that these groups overlap. For example, the data may show that many of the undereducated are aging, and that among the aging, low levels of education and lack of convenient access, because of location or physical limitation, make for low library use.

In every case, data should be used to:

1. Highlight and define problem areas.

2. Amplify the committee's understanding of the needs of various groups.
3. Indicate methods for solving problems, meeting needs, or reaching populations.

The data coordinator, in addition to presenting pertinent findings to the planning committee at appropriate stages of planning, should consider her/himself a continuing data resource, providing details from the data as needed.

PRESENTING THE DATA

We have noted earlier that committee members should only be presented with data which have been analyzed and summarized, and as needed. This avoids overloading the committee with more information than they can use and burying useful information in an avalanche of data.

Whenever possible, data should be presented graphically for maximum impact. Summaries of numerical findings and comparisons may be presented in narrative form, but should be accompanied by summary tabulations which demonstrate salient findings. While gross data should not be presented to the planning group, all data should be processed in such a way that any part can be made available on demand to any member requesting it.

The tabulation and analysis of the data can be performed by staff or volunteers, but it is recommended that the data coordinator take the responsibility for its analysis and presentation to the planning committee. A thorough understanding of the information collected makes it possible for the data coordinator to introduce appropriate data at each planning stage, and also to determine whether further analysis can provide answers to additional questions which arise as planning progresses, or to permit comparisons with new data in future planning cycles.

Part II

THE PLANNING PROCESS

CHAPTER 5

Community Library Needs

THE COMMUNITY PROFILE

The preceding section has been concerned with gathering the information needed for planning. The first actual planning step is for the committee to assimilate this information and decide what it means. Planning library services for a community requires, first of all, an understanding of that community: its environment, its population, their information needs, and the sources available to meet those needs. Factors which inhibit or encourage access to information and the use of libraries are also important to planning. This chapter discusses the kinds of information needed and their uses; Chapter 12 details the sources of the community profile information and the way to compile and present it.

In beginning the planning process, it is necessary to examine the following questions:

1. What are the characteristics of the community environment, including physical features, which may promote or inhibit access to and use of information?
2. What are the sources of information available to community residents? Is there a variety of libraries and other information resources in the community? Are the school libraries adequate? What are the relationships between educational facilities and their libraries and the public library? Between the public library and other libraries and information resources?
3. What are the characteristics of the members of the community, especially those like education

and occupation that affect people's need for information and ability to use it? Do they vary from one area to another?

4. What kinds of information are the residents of this community likely to need, based on their occupations and interests but also on the community in which they live?
5. What is the position of the library in the community, in terms of both popular and financial support?

While the information collected may challenge preconceptions, most of the answers to the questions posed above may well be already known. A community profile which documents these findings, known and unknown, is useful throughout the initial planning process and continuing cycles to establish trends. It will also help determine the library's role in the community (see Chapter 7) and establish goals and target groups for library services. (Chapter 8).

Information Sources

Information for a community profile is derived largely from secondary sources, such as census data or planning documents, although it may be supplemented by findings from a citizen survey. The information falls largely into two categories:

1. Description of the community environment; and
2. Profile of the community population.

The description of the community environment should emphasize those social, cultural, and physical features which affect access to information in the community, as well as the availability of alternative information resources. This information is frequently available from planning and development groups, in publications of the Chamber of Commerce or other business-oriented groups, or from pertinent organizations within the community.

The profile of community population should be concerned primarily with those personal characteristics, demographic and non-demographic, which affect individual exposure to information and/or ability to use it. Census data, updated by community planning projections, are the most used sources for demographic data; a reliable citizen survey may also be used to update and elaborate this data and to collect information on nondemographic characteristics.

If time permits, the relevant data suggested in Chapter 12 should be collected and developed into a community profile at this time. Much of this information will prove useful beyond the planning process as a concise description of the community and its population. If the information is broken down by appropriate subregions, it is also useful for the development of collections, programs, and services at individual service outlets. When time is constrained, however, only essential preliminary data may be collected, with additional data assembled as needed later. Some libraries may already have a community profile prepared by another unit of government, by library staff for some other purpose, or by some other planning group.

LIBRARIES AND INFORMATION NEEDS

The ultimate purpose of any library is to meet the information needs of its community. Identifying information needs, however, is a difficult task. Information needs vary among individuals and for the same individual over time, and cannot be predicted by looking at a person's demographic characteristics. However, some probable kinds of information needs can be inferred from what we know about people, from their responses to the citizen and user surveys and to a lesser extent from demographic characteristics. Other information needs can be projected from what the community profile tells us about the environment in which people live.

This section attempts to define information needs in general terms which may be related to library services, and discusses the purposes for and methods of determining those needs and the uses which planners can make of such information.

Defining Information Needs

Defining information needs is an exercise in wrestling with the elusive. The term information, as used here, includes all knowledge, ideas, facts, and imaginative works of the mind which have been communicated, recorded, published and/or distributed formally or informally in any format.[1] When we speak of needs, we refer to things which a human being should have to function effectively. Every individual needs a variety of types of information, and receives it from a variety of sources. The types of information needed include:

General background information which provides an understanding of self and others, of own and other environments, historical and cultural roots, life-styles past and present, the elements of knowledge, and other "background" information;

Specific or subject area information which is related to interests or activities requiring information; and

"Coping" information needed to make decisions and solve problems in every day life.

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[1] Public Library Association, Goals, Guidelines, and Standards Committee, The Public Library Mission Statement and Its Imperatives for Service (Chicago: American Library Association, 1979).

Information in and of itself has little utility; its utility derives from its role in informing the individual in a variety of ways and for a variety of purposes. This utility of information will differ substantially for different individuals. The level of assimilation of information, or "informing," derived from an exposure to information is based on such factors as age, experience, education, and previous exposure to related information, as well as to curiosity and general cognitive abilities.

An individual may have an identified general information need ("something about buying a house"), a specific information need ("comparative costs of buying versus renting"), or a need for information which will help him or her cope with a problem ("How can I afford the house I need?"). Identified information needs, whether general, specific, or coping usually have roots in the general or background information to which the individual has been exposed.

On the other hand, individuals frequently have needs for information, but are not aware of them as information needs, and so cannot actively seek out the information. Where these unidentified needs are associated with particular groups or characteristics, outreach programming, awareness projects, and special materials may be required. Unidentified information needs tend to reflect inadequacy of exposure to background information, but can also result from the failure to assimilate information through lack of interest or attention, or inability to absorb because of the way the information was presented.

Purpose of Needs Assessment

The sources of information used vary with personal characteristics. Sources of information used by individuals include:

- Observation, own thinking
- Interpersonal contacts (with friends, neighbors or relatives; with authorities; with professionals)
- The media
- Print and non-print materials

We know that the level of education of community residents is closely related to their ability to assimilate information. To the extent that the library provides convenient access to an adequate collection and competent reference service, current library services generally have the potential to meet many of the information needs of the well-educated. The potential utility of library services to other groups is less well-defined.

In identifying the information needs of community residents, therefore, we must be concerned with two basic factors:

1. The need for multiple types of information, and
2. The need for that information in various forms and levels of comprehension.

Determining Information Needs

Analyzing the data from primary and secondary sources can provide some insight into the probable information needs of a specific community, and its geographical and demographic subgroups. Some of the questions that the committee should ask itself at this stage are listed below.

General Information. The library provides general or background information through its collection of print and non-print materials (fiction and non-fiction), and its programming and reference services. A substantial amount of this information is provided by leisure or recreational reading -- reading for pleasure. In analyzing community needs for general information and evaluating the library collection and services in terms of its potential for meeting those needs, the committee may look for answers to the following questions:

Which characteristics of community residents affect either the amount of information to which they are exposed in daily living, and their ability to utilize it? How do library collections and services relate to these characteristics? What are the interests and activities of community residents? Do library collections and programming cover them?

Can library collections serve non-readers?

Does programming provide an alternative source of information exposure?

Can information services answer a sufficient range of questions?

Are library facilities convenient to residents in all parts of the community? Are there some who cannot visit library facilities? How are institutionalized residents (in hospitals, nursing homes, homes for the aged, children's facilities, penal institutions, etc.) served?

How do residents who do not use the public library (or any other library) meet their information needs? What are their unmet needs? Have they identified their needs?

What is the level of awareness of library services and materials among the community? Do people know how to use the library and its services?

Specific Information. Specific or subject information needs are often related to occupational groups, such as students, professionals, managers of businesses and industries, farmers, and homemakers, and to particular interest groups, organizations, or activities. Taking each of the relevant occupational interest groups identified in the community profile, the committee should examine its place in the community (proportion of population and importance of the group), the information resources available to it, and its unmet needs. For example:

What proportion of the population is students (including adults engaged in continuing education?)

Are school or academic libraries available to students at all levels? What is their quality?

Do the students make demands on the public library for materials or services? If not, is it because other resources are adequate or because they don't expect their needs to be met at the public library?

What types of demands do students make on the public library? What school-related materials or services does the library provide?

What is the level of cooperation between educational facilities and libraries and the public library?

What types of professionals reside in the community and what proportion of the community population do they represent?

Are specialized information resources available to them in the community? Is there convenient access to such resources in adjacent communities?

Is there any demand by professionals on the public library for specialized materials or services? If not, is this because their information needs are adequately met from another source, or because they don't expect satisfaction from the public library?

What types of specialized demands are made on the public library? How does the library respond to them? Are demands being made on other facilities to meet information needs which should be met by the public library?

Are there business and industrial managers in the community? What types of businessess or industries do they manage? Does the library provide a basic management collection for their use? Special business or industry subject area materials? What are the expectations of this group regarding library business and industry reference services?

Do any of these businesses or industries maintain their own specialized libraries or collections? What is the relationship of the public library to them?

Where do managers go most frequently for the information they need? Should some of these needs be met at the public library? Are managers satisfied that their information needs are met? Do they support libraries?

What are the subject areas or special interests of clubs, organizations, or interest groups in the community? Do these interests create information

needs? How does the library support such groups? With space? Materials? Related programming? Information or other services?
What are the recreational activities available to residents of the community? Do these interests create special information needs? How does the library support them?

In summary,

What are the areas of occupaticnal or interest-related information needs in the community which should be met by the public library?
Which of these needs are conveniently met from other resources?
Which are currently met by public library materials, services, or programs?
Are there unmet needs which should be met by the public library?
Are all of these groups aware of the services available to them, and do they know how to use the library and its services?

Coping Information. "Coping" information derives in large part from the background information exposure of the individual, and specific coping questions tend to be referred to the library in relatively few cases. A study in 1972 of the information needs of urban residents in the Baltimore metropolitan area[2] used structured interviews with a representative sample of residents to determine their specific problems or questions requiring information. The wide range and large volume of problems reported in the study (an average of about 4.5 per respondent) illustrate the scope and complexity of information needs in today's society. Problems were diverse. A total of 109 specific problem areas were tabulated within 14 topic categories, which included problems associated with the following topics (in alphabetical order, not order of importance):

Consumer Affairs
Crime and Safety
Discrimination
Education
Employment
Financial Matters
Health
Housing and Household Maintenance
Legal
Neighborhood
Public Assistance
Recreation
Transportation
Miscellaneous

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[2] Edward S. Warner, Ann D. Murray, and Vernon E. Palmour, Information Needs of Urban Residents (Baltimore, Md., and Rockville, Md.: Regional Planning Council and Westat, Inc., December 1973).

Some information is necessary to adequately define most problems and to develop the alternatives necessary to solve them. The Baltimore study and similar ones[3] suggest that little of this coping information is sought at libraries; that the need for specific information is frequently unfocussed; and that information needed to solve a problem may well be unidentified.

Coping information needs may be investigated in several ways. A citizen survey may include questions covering specific information needs, although this cannot be done in great depth in a brief telephone interview. A second method is to assemble a group representing various segments of the population to list current problem areas and rank their importance. The group could meet periodically to update both list and priorities. Or, library personnel may draw up a list based on their own knowledge of problem areas. In some areas local media may also provide periodic analysis of current problem topics.

Library planners should determine the information needed to develop alternative solutions to the problems identified, and by relating it to the community characteristics defined in the community profile, decide how the information can be made available to those needing it. Whichever method for determining specific problems is used, it is important to remember that the kinds and importance of local problems will change over time, and the identification of coping problems and their current importance must be on-going.

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[3] Brenda Dervin, et al., The Development of Strategies for Dealing with the Information Needs of Urban Residents--Phase 1: The Citizen Study, (Washington, D.C.: U.S. Office of Education, Office of Libraries and Learning Resources, 1976). ED 125 640.

Chapter 6

Current Library Services and Resources

Once the planning committee has used the community profile and other information to project community information needs, it must look at how well the library is meeting them. Because the community's needs for library service are difficult to identify directly, it is also difficult to estimate how well the library is meeting them. However, by using several different kinds of information from different sources, the planning committee can infer the quality of the library's performance.

Several different kinds of measures are used to evaluate the quality of community services.[1]

1. Effort--the quantity and quality of input, or resources used; for example, staff time and materials.
2. Performance--the results of effort, including numbers of outputs, such as items circulated or questions answered.
3. Adequacy of performance--the degree to which performance is adequate to the total need. One approximation of this measure is the proportion of community residents using the library.
4. Efficiency--the ratio between effort and performance; for example, circulation per title held.
5. Process--how and why a service or program works or does not work. An example of this measure is staff and user assessment of the strengths and weaknesses of the library.

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[1] Adapted from Edward A. Suchman, Evaluation Research (New York: Rusell Sage Foundation, 1967), p. 61.

Three kinds of information contribute to the evaluation of the library's current performance: the statistics that most libraries keep routinely; responses on the citizen, user, staff, and student surveys; and measures of the library's achievements relative to specific objectives or services, that is, performance measures. Chapters 12 through 18 describe the kinds of data that are most likely available and the kinds of analyses that are recommended. This chapter is concerned with the uses of such information in the planning process.

The transition from data to needs and to a plan is not easy, and this manual cannot make it so. What it can do is to suggest the kinds of data the committee might look at and what it may mean. The committee has to keep in mind that in examining the data it is looking at the fit between the library's resources and services, on the one hand, and the community's library-related needs, on the other. The planning committee's own knowledge of the community and its residents is crucial in interpreting the data, which is one of the reasons for a broad-based planning committee. The committee should spend a lot of meeting time sifting through the data and discussing possible interpertations and implications, because its later decisions will be based on the assessment developed at this stage.

The three sources of information discussed below complement and overlap one another. The intention is to give the committee a multidimensional picture of the library, so that all of this information plus the other sources of planning information together give a comprehensive view of the library and the community that it serves.

LIBRARY STATISTICS

Most libraries maintain statistics on a variety of library inputs, or resources, such as:

1. Library income and expenditures, by source and by use.
2. Number of staff members, including professional, paraprofessional, pages, and clerical employees.
3. Number and size of facilities.
4. Composition and size of collections, including print and non-print materials.

and on outputs, or services, including:

5. Circulation.
6. Number of reference questions answered.
7. Number and kinds of programs.
8. Number of persons attending programs.
9. Number of registered borrowers.
10. Population served.

Three kinds of analyses of local library statistics are suggested to help the committee use them to assess library performance: an assessment of the library as a whole, and trends over time; a comparison of the various library facilities; and a comparison of one's own library with others.

A review of such statistics over time (usually the last five years) will help the planning committee to see trends which may be projected into the future. For example, if the library is facing a declining real budget (corrected for inflation) and growing circulation it needs to plan to cope with ever-increasing pressure on its limited resources.

Exactly which measures the committee will need depends on what kind of data is available and which trends appear significant. The information most often available is library income (amount, sources), expenditures (by categories), services (circulation, information, outreach, interlibrary loan, and the like), facilities (number, sizes, locations), and registered borrowers. Where possible, the data coordinator should present the figures relative to one another: income per capita, for example, or circulation per registered borrower. Presented in this way, the data is more meaningful than total numbers with no reference to anything. A library that is spending $5 per capita, for example, with book prices averaging $20 or more, is obviously limited in the services that it can provide.

The next step in the analysis is to make comparisons among library facilities. The main library may or may not be compared with the branches; in most systems, the main library operates very differently from the branches, but such comparisons would highlight those differences. Because each branch generally serves a distinct community, has a different collection, and may operate under a unique service philosophy, branches may differ radically from one to another. Looking at the patterns of branch services will tell the planning committee something about geographical differences in library services within their community. Because target groups (such as racial minorities or the aged) are often geographically segregated, the pattern of branch service and use is also indicative of the differences in the use of libraries among and service to target groups.

Some of the comparisons between branches that generally prove useful are turnover rates (circulation per volume held), staff productivity (service per staff FTE), and a breakdown of materials according to registered borrowers (e.g., juvenile titles related to juvenile registrations). These approximate relative intensity of use of the branches' facilities and services and the match of the collection to the community. The committee should be warned, however, that these are very rough measures. Not all staff activity is included in the measure of productivity. One branch may concentrate more on reference services, for example, another on programs, and a third on outreach services. These differences will not appear in these measures.

The third kind of analysis is comparison of one's own library with other libraries in the state, or the nation, or with state library standards (where such exist). Most states publish annual summaries of statistics for libraries within the state which reflect population served, expenditures, staff, collections, and some measures of output. Libraries or systems similar to the one being studied may be chosen for comparison on the basis of population served or other criteria. A comparison of some aspects of large urban, suburban, and urban/suburban systems is published in the Bowker Annual.[2] For systems within the size range of those for whom data are published, relative rankings in the various indexes can be established.

Many factors have to be considered in deciding which communities are similar to one's own. Census data can be used to determine total population served, its average age and educational level, per capita income, and the proportion of the population over age 55. Other factors may be important to individual libraries, such as racial composition.

Levels of library inputs such as budget, staff, and different types of materials may also be evaluated against state library standards where they exist. Here too, using measures available in published statistics, one can determine how one library compares with similar others.

The evaluation of library services through use of currently collected library statistics is discussed in Chapter 13. Sample forms for making appropriate comparisons, both with outside sources and among branches, are provided in Appendix C.

PERFORMANCE MEASURES

Performance measures are distinguished from library statistics in that the former focus on library effectiveness, that is, adequacy of performance, and on the impact of the library on its community. Performance measures are closely tied to the library's goals and objectives, because as measures of effectiveness they evaluate how well the library is accomplishing what it set out to do. Performance measures are further distinguished by the fact that they often have to be constructed from several more traditional library statistics, or based on data collected specifically for that purpose.

The measures recommended in Chapter 13 focus primarily on library collection, facilities, and staffing, with each related to the services that the library provides. The measures in Chapter 13 are representative of those that many libraries have found useful, but each library should decide for itself which measures it needs. Others may be constructed using those in Chapter 13 as models.

SURVEYS

Primary data, derived from citizen, staff, student, and user surveys, may also be used in evaluating current services. Such information includes:

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[2] Joseph Green, "Urban Suburban Public Library Statistics," In The Bowker Annual of Library and Book Trade Information (New York: R.R. Bowker Co.).

1. Proportion of total population using the library.
2. Proportion of population subgroups utilizing the library and the amount of use of various services.
3. Awareness of services.
4. Levels of user dissatisfaction and reasons for it.
5. Unmet needs.
6. Sources of information and materials used by citizens.
7. Reason for use of alternative information resources.

Staff survey data should also provide information, particularly about:

1. Strengths and weaknesses of the library.
2. Problem areas.
3. Evaluations of library inputs and outputs.

The surveys have already been introduced in Chapter 4, and their content and the methods of administering them are covered in Chapters 14 through 17. All the information that the planning committee will need from each group should generally be collected at one time on a survey; but it is used at various stages throughout the planning process, to assess individuals' information needs and to evaluate the library's success in meeting them.

CHAPTER 7

The Role of the Library in the Community

Once the planning committee has looked at the information needs of the community and the extent to which the library seems capable of meeting them, it is ready to begin to look forward to what the library should be doing. The next step is to determine the role that the library should play in its community.

The definition of role is critical to the planning process, since it forms the basis for everything that comes later. It is not a broad mission statement so much as an action statement that describes in global terms what the library is going to do during the planning period to serve the needs of its community. The goals and objectives which detail exactly what the library plans to do stem from it.

One possible starting point for the discussion is the public library mission statement developed by the Public Library Association.[1] The mission statement is designed to guide public library managers and decision-makers in planning library services to meet their community's needs. It is an ambitious document, identifying the response to social change required of the contemporary library, and developing the implications of those responses for specific areas of library operation. In the planning comittee, it can educate the public members of the committee to some of the current ideas in public librarianship, and it will undoubtedly stimulate discussion.

The committee must then analyze the library's current services. Who does the library now actually serve? How well are they served? Does current practice have the potential for serving those now unserved? What is the commitment of trustees, administration, and staff to continuing current traditions of service?

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[1] Public Library Association, Goals, Guidelines, and Standards Committee, The Public Library Mission Statement and Its Imperatives for Service (Chicago: American Library Association, 1979).

Then it must examine the current library role in relation to the community environment, and identify information needs of residents. To what degree are these needs met (or should they be met) by other existing libraries or information services available to residents? Which of these needs can and should be met by the public library, considering the current and potential resources? Can library resources be increased?

Historically, libraries have provided communities with:

Culture
Education
Information
Recreation

Looked at in another way a public library provides a community with:

Information services
Materials
Programming
Out-of-library services

Defined population subgroups which must be considered as targets in library planning may include:

Children
Young Adults
Adults
Senior Citizens
Special Groups
Non-users

Figure 4 is a sample of a form that can be used with the planning committee to help with this step of the planning process. The population groups in Part III of the form should be adapted to reflect the interest groups important to the individual community. Each committee member is asked to rank the possible activity areas, types of services, and user groups by allocating 100 points among the choices in each section. These priorities may then be compared among the group members and with the findings of the citizen and user surveys. The object is not to mathematically aggregate the committee members' choices, but to stimulate discussion. Underlying the choices that people make are their conceptions of the library's role, and the role that they choose will in turn be determined by their priorities within these areas. From this disussion should come a single role statement for the library.

The role definition may represent simply a verbalization of the present philosophy of service of the library, or may be a new role, more relevant to the environment and the population. If a change of direction is to be successful, there must be a realistic expectation that library administrators and staff, as well as policy makers and funders, will support and approve its implementation.

ROLE COMPONENT		Relative Importance
I. Activity areas		
	Culture	____________
	Education	____________
	Information	____________
	Recreation	____________
		100 points
II. Types of service		
	Information services	____________
	Materials	____________
	Programming	____________
	Out-of-library services	____________
		100 points
III. Groups to be served*		
	Adults	____________
	Children	____________
	Young adults	____________
	Senior citizens	____________
	Minorities	____________
	Handicapped institutionalized	____________
		100 points

*Choose the population subgroups most relevant to a given community.

Figure 4. ROLE COMPONENT CHECKLIST

The role statement should be concrete, stating who is to be served by specific services. An example of such a role statement is that expressed in a recent planning document of the Baltimore (Md.) County Public Library (BCPL). 2

> To make readily available to the greatest possible number of County residents the most wanted library materials of all kinds, and to serve as a point of access for any needed information.

BCPL feels that this service role meets the needs of its residents considering their specific environment, the other available information facilities, and the resources of the library system. Little-used materials not held by BCPL can be obtained through interlibrary loan via the Maryland Library Network. Baltimore County has, however, no other county or community information services available to residents, and BCPL has in the past few years developed an information and referral service for all types of information needs.

Other examples of role statements include:

> The (library) should provide recreational, informational, and educational services to all adults and juveniles; provide the most-wanted materials, print and non-print, as defined by public demand; develop broad community awareness of the library and its services; and supplement, but not unnecessarily duplicate, the materials and/or services of other area libraries.

This role statement highlights the continuation of present services, with greater emphasis on "demand" collections and improved awareness of services. Recognizing substantial alternative information resources in the community, it stresses cooperation and the elimination of unnecessary duplication of materials and services.

> To provide for library users the most-wanted materials, print and non-print, with rapid access to lesser-used materials not held; to develop alternative methods of access and other needed special services for the aging in the community.

This is the role statement of a heavily-used materials and services oriented system, which stresses both "demand" collections and use of resource networks. It also recognizes specific need of a target group - the aging - in the community. Information and referral services are provided by county agencies.

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2. Vernon E. Palmour and Marcia C. Bellassai, To Satisfy Demand: A Study Plan for Public Library Service in Baltimore County (Arlington, Va.: Public Research Institute, June 1977).

> (Library) will supply promptly the most-wanted materials and services for adults and juveniles; will develop and implement appropriate services for the aging; will coordinate and host special learning programs for the illiterate, and develop non-print and print collections relevant to their needs and the needs of new literates.

While promising current users prompt supply of materials from demand-oriented collections, this system also recognizes the needs of two target groups identified in the community: the aging, and the under-educated.

> To provide convenient hours and points of access and appropriate library services for all community residents; and to encourage use of appropriate services by population subgroups not now served.

In this role statement the library recognizes deficiences in access to library materials and services which it aims to correct, the need for services appropriate to the population, and the necessity to actively encourage use by unserved and underserved groups.

As the examples suggest, there is no one role for public libraries. Each library or system must target the activities necessary to serve the particular needs within the environment of its community. Although the committee should reach a concensus on the components of the role of its library or system before moving on to goals and objectives, it is not essential that the specific role statement be stated in final form at this time. Role components should be viewed in terms of activities projected over the planning period. Elements which should be considered include:

- Access to services
    - Location and suitability of facilities
    - Opening hours
    - Alternative service access
- Print and non-print collections
- Information and programming services
- Outreach services
- Service groups
    - Current users
    - Special services to target groups
    - The underserved and the unserved

The selected role components should be reviewed periodically while the committee sets goals, objectives, and priorities. Then the committee should revise the role components, if necessary, and develop a written role statement to incorporate in the final planning document.

CHAPTER 8

Goals, Objectives, and Priorities

The purpose of the goal-setting process is to chart the future for library services and programs. Because it is difficult to plan much beyond five years, we recommend setting goals and objectives for a five-year planning period. While the library role statement points the directions in which the library will move, goals represent the ends towards which the library is striving over the planning period. They are not necessarily quantifiable statements. Objectives, however, are specific targets to be achieved during the planning period, measurable steps leading to the goals. For example, one goal for the planning period might be:

> To increase the proportion of the population served by the library.

Objectives to be accomplished under this goal might include:

> To increase the number of registered borrowers in the system to 50 percent of the total population by the end of the five-year period.
>
> To double the number of persons attending library programs by the end of the five-year period.
>
> To provide training in basic reading skills to at least 100 illiterates and people with English as a second language each year, by hosting tutorial programs developed in cooperation with other agencies.

TYPES OF GOALS

In this step, three types of goals should be set by the planning committee:

1. Service goals, with objectives which specify the types and levels of services to be provided and the individuals to be served by the library. If special target groups were identified by the surveys, specific objectives defining the types and targeted levels of services to be provided to these groups may be included.
2. Resource management goals, which support the service goals established by the committee. Primarily concerned with operations at the system and branch levels, these goals and objectives relate to collections, staff, and facilities, and may include:
   a. Collections
      - Relevance to user groups
      - Ratios of print and non-print materials
      - Acquisitions (scope, duplication, and timeliness)
      - Materials availability (delivery time)
      - Average use per item (turnover rate)
      - Weeding targets

   b. Staff
      - Productivity
      - Training
      - Communication
      - Employment conditions

   c. Facilities
      - Accessibility
      - Adequacy
      - Utilization
      - Maintenance
      - Automation
3. Administrative or directional goals, which include developments in library organization, coordination of divisions, cooperative activities, relationships with other governmental units, and future planning activities. For the most part, specific objectives in this category are qualitative rather than quantitative, and serve primarily to verbalize the commitment of library administrators to a course of action to implement service goals and meet community responsibilities.

Examples of all three types of goals with specific objectives are shown in Appendix A.

OBJECTIVES

Goals and objectives should be developed in conjunction with one another, with objectives encompassing all of the specific, measurable activities which should lead to fulfilling the goal. Statements of objectives should include:

1. The particular outcome desired (e.g., To increase the number of persons registered).
2. The measurement of achievement (e.g., to 50 percent of total population).
3. The time frame (e.g., by 1985).

These objectives in the example above are specific and measurable. They can be stated in terms of annual achievements or end results required to reach the five-year goal. A measurable objective is an end, a result, not just a task to be performed. As Hughes says:

> It is a place in space and time that describes the conditions we want to achieve. It is a standard of achievement, a criterion of success, something tangible, measurable, and valuable that we are motivated toward. It is concrete and explicit, definitive and desirable and predetermined. It guides our actions and helps us plan as individuals and as managers.[1]

Locally-set objectives rather than national standards such as those previously endorsed by PLA thus become the standards which inspire action in the local library.

Measurement

The choice of measures for objectives requires some invention on the part of the planning committee. The performance measures discussed in Chapter 13 give some idea of the kinds of measurements that have been used in libraries; Lancaster's comprehensive review[2] will provide others. The measures discussed in Chapter 13 are not intended to define what each library should do, but to give examples of what other libraries have found useful. The measures have to come from the objectives, and not vice versa.

Not every objective will be quantifiable. On the other hand, objectives must be specific to be useful. Where objectives can't be stated in terms of measures to be achieved, they may be terms of tasks to be accomplished by a specific time, for example, hire a special services librarian by a specific date. Some objectives will have to be expressed in qualitative terms because measures are not possible; for example, establish an adequate large print collection. "Adequate" means not only a sufficient number of titles but also the kinds of books that the visually-handicapped wish to read, which will be limited by the titles available in large print.

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[1] Charles L. Hughes, Goal Setting: Key to Individual and Organizational Effectiveness (New York: AMACOM, 1965), p. 8.

[2] F.W. Lancaster, The Measurement and Evaluation of Library Services (Washington, D.C.: Information Resources Press, 1977).

SETTING GOALS AND OBJECTIVES

No simple set of procedures will ensure good goals and objectives. This is the heart of planning and it is up to the planning committee to set the goals and objectives for its library system that will meet the needs of its community.

At this point in the planning process, additional staff members may be asked to participate in the deliberations of the committee. In particular, managers of the service outlets (e.g., main and branches) should be asked to participate in the final setting of goals and objectives, for they will be the ones who will have to implement many of them.

If the library has some planning funds available, a consultant may also be useful at this stage, although it is important that the consultant not develop goals and objectives, but merely serve as a catalyst in the goal-setting process, asking critical questions, presenting an outside view, and ensuring that the committee question past traditions of the library. In addition, the consultant may help structure the process. A state library agency consultant, trained in the planning process, might also fill this role.

It generally takes at least four or five planning sessions to set goals and objectives. A substantial amount of change and reorganization of goals and objectives may be expected as they are developed, numerical measurements reviewed, and targets compared with the library role components agreed upon in the preceding step.

Planning should be flexible, and even after goals and objectives have been printed in a written report, they are still subject to review and possible change in subsequent planning cycles if objectives (or goals) prove to be not feasible, or if targeted performance levels are too high or too low.

Service Goals and Objectives

The role defined for the library or system determines the approach to be used in goal-setting. If the role statement simply verbalizes existing practice, goals may represent new service level targets: "To increase the proportion of population served"; "To increase the volume of information services offered"; and so forth.

If, on the other hand, the role statement represents a change in emphasis or direction, goals should specify this, as, for example: "To support self-education in the community with materials and programs;" "To provide library services more relevant to non-reader population groups;" or , "To make library services more available to residents not now served."

Using the role statement as a basis, planners must define broad service goals in terms of who should be served (e.g., those currently served by the library, not now served by the library, pursuing self-education goals, with poor reading skills, with poor access to libraries), and how these services are to be delivered (e.g., with materials and programs).

At this point, attention should also be paid to the means by which these goals are to be realized. For example: "To increase the proportion of population served" may have specific objectives:

To increase the number of registered borrowers by __% per year.
To increase the number of persons utilizing information services to ___% of all users within ___ years.
To reach a larger number of persons through library programs by increasing program attendance to ____ people in 19__.

The planning committee wil discover that some of the service objectives can be stated either in terms of "users" or "uses." For example, the objective, "to increase the number of persons utilizing information services to ___% of all users within ___ years," emphasizes people, or users. A similar objective might be" to increase the numbers of information questions received by ___% annually during the planning period." The second statement stresses uses. This objective could be achieved by increasing the number of questions asked by the people who are already using information services. The other requires that a larger proportion of the people using the library for all purposes use its information services. Both objectives are directed at increasing the use of information services.

The measurement techniques required to monitor progress towards the two objectives are quite different. A survey of library users may be necessary to measure the percent of all users who use information services, whereas measuring the number of questions can be done by simple counts. The planners should be aware of the techniques to be used for measuring the progress toward objectives, yet the ease or difficulty of measurement should not determine the objective statement.

Resource Management Goals and Objectives

Once service goals have been determined, the committee must examine the activities necessary to support them, and develop the necessary resource management goals. What changes in acquisitions, in materials handling processes, and the like are required? Are new facilities or changes in facilities or their utilization required? Is equipment adequate to permit expanded services? Do the staff need additional training? Are communications adequate to keep staff members informed about changes in policy and programs? Are staff productivity levels satisfactory?

Though many of the resource management goals may also have quantifiable objectives (e.g., to increase materials expenditures to at least 20 percent of total library expenditures), some of these will be stated in terms of a specific task to be accomplished in a fixed period of time (e.g., to develop at least one regional library by 1982). Other objectives may be qualitative (e.g., to provide an adequate collection of high interest, low vocabulary level books), because the committee cannot define a satisfactory quantitative measure.

Administrative Goals and Objectives

Administrative goals also must support the service goals: budget allocations, cooperation with other organizations, publicity for new programs, and so forth.

Relatively few administrative or directional goals are quantifiable, although some objectives can be actions to be acccomplished within a given period of time (e.g., to establish a coordinating committee for area libraries by 1982).

As goals and objectives are developed, the data coordinator should record them for review by the planning committee at the following meeting. With each objective, an entry should be made showing the current and targeted levels of performance, the method of measurement to be used, and the responsibility for measurement, as shown below:

> Goal: To increase attendance at library programs.
> Objective 1: To double attendance at Main Library story hours.
> Current performance level (1980): Average attendance of 20 children per week.
> Targeted performance level (1985): Average attendance of 40 children per week.
> Measurement to be used: Average number of children attending story hour per week.
> Method of measurement: Counts taken at Main Library story hours.
> Responsibility for measurement: Main Library Children's Room librarian.

It is not uncommon for the planning committee to adopt several quantifiable objectives for which the levels of current performance are not known. In that case, the committee or the data coordinator should develop plans to collect the data necessary to more fully specify the objective.

DETERMINING SERVICE PRIORITIES

Because of budget constraints, most libraries cannot hope to accomplish within the life of the plan all the goals and objectives that the committee has identified. Therefore, the next step in the planning process is to determine the importance of the library's objectives.

Funding Contingencies

Most libraries are uncertain about their level of support over the five years of the plan. Their evaluations of the relative importance of various objectives often differ according to their budget expectations. As a result, it is useful to the committee to establish priorities among objectives according to the various funding contingencies that are realistic for their library. One library might need to plan for various sizes of budget increases; another for more or less extensive cuts. When the library's own situation does not suggest a particular set of funding contingencies, the planning committee should look at the three most general cases:

Contingency One	- An increase in library funding which would allow the introduction of new programs or services or expansion of existing ones.
Contingency Two	- An increase only to cover inflation and fixed cost increases. (No actual increase in purchasing power; status quo).
Contingency Three	- Decreased funding, which would require reductions in services.

Contingency one. An increased budget would allow the library to expand existing services and/or facilities, and provide new programs to reach the underserved. Even where budgets are expanding, however, current services and service groups should be examined in relation to community need and the projected role of the library in the community. What priorities among objectives and service groups are necessary to insure that available library resources are used to effectively serve the largest possible number of persons in their areas of greatest need, without ignoring individual needs and demands? Are any services redundant, duplicating other information resources? Are these other resources a satisfactory alternative? What additional population subgroups have been identified and targeted for attention? What are their unmet needs? What are the unmet needs of those currently using library services?

Contingency two. The status quo funding under contingency two makes immediate choices necessary. Should the library continue to do what is currently being done, serving those groups now served? Can staff productivity and fiscal management be improved; materials selection refined, and efficiency generally improved so as to provide more services to more people at the same cost? Should current services and service groups be reexamined in relation to library needs and the projected role of the public library in the community? What are community expectations of and individual demands on the library? How should priorities be assigned among services and service groups to insure the most effective use of available resources?

Contingency three. Decisions are most difficult with a reduced budget, since some services must be curtailed if improved efficiency cannot make up the difference in funding. Again the committee must be concerned with who is to be served and how. Shall the library simply continue to serve those currently served, at a reduced service level, or should it cut those services even further to provide services to other groups?

Which services are most important to the public? In the citizen survey, respondents have been asked which of a variety of services should be offered by public libraries. The in-library survey indicates which services are most used and the relative importance of various services to users. The general public, users, and library staff have also been asked where service cuts should be made in cases of funding reductions. Responses indicate those service areas which are considered least important by the general public, services least likely to be used by the individual library user, and services considered least important and least used by library staff. The three groups are often in agreement on service reductions. However, two considerations in reviewing these reduction priorites are:

1. The relation of the service to the respondent. Let us take the example of bookmobile service. The staff notes that use of bookmobiles has decreased, because of added facilities or service outlets in the community. Most people have ready access to library service outlets and do not use, or expect to use, a bookmobile. However, the planning committee must look at the survey responses geographically and by use of library services. Where are those respondents located who do not want bookmobile service eliminated? Are they spread throughout the community, or are they primarily in areas further from library facilities? Are bookmobile users also using other (branch) library services? Would elimination of bookmobile services reduce the proportion of the population served by the library, particularly in areas with less convenient access to library facilities?
2. The actual cost savings resulting from reduction in services. To continue the example above: What

> are the actual savings from eliminating bookmobiles? How much could be saved if bookmobile service were reduced instead of eliminated, or routes or schedules changed? What alternatives (such as unstaffed deposit collections or collections supervised by volunteers) are feasible in areas now dependent upon bookmobiles? What would the alternative(s) cost, and what would be the net savings? What would be the differences in service levels?

Other suggested reductions in services should be analyzed in similar fashion and the possibilities for selective reductions fully considered. For example, a substantial number of respondents suggest the elimination of Sunday hours. Analysis shows that a substantial proportion of respondents who want Sunday hours maintained are served by specific service outlets of the library or system. In this case, Sunday hours might be eliminated at outlets with low Sunday demand and continued at outlets with high Sunday demand. In libraries maintaining Sunday service, review of daily levels of use might suggest the possibility of closing on an alternative day.

Priorities

The actual setting of priorities may be accomplished in any one of several ways:

1. Within each funding contingency, assigning to each objective one of three levels of importance: essential, important, or desirable.
2. Within each contingency, ranking all the objectives in order of importance.
3. Within each funding contingency, doing either (1) or (2) above for each of a number of interest groups, where interest groups are defined as those groups within the community and the library who have some stake in the operation of the library; then developing an overall ranking or assignment of levels of importance for the community as a whole, as above.

Whichever method is used, priorities should be established separately for each of the three types of goals: service, resource management, and administrative. The determination of priorities begins by considering the objectives under one type of goal for one contingency at a time. Increased funding is the contingency that is usualy considered first.

The first method of establishing priorities, that of assigning a level of importance to each objective, is generally the easiest and suffices for most planning committees' needs. For each contingency, the question to be answered is, "Is this objective essential, important, or desirable?" The opinions of the committee members will differ, but usually with discussion a consensus can be reached. The result will look like Figure 5.

Level of Importance	Contingency 1 Increased Funding	Contingency 2 Status Quo	Contingency 3 Decreased Funding
SERVICE OBJECTIVES			
Essential	S4	S1	S3
	S1	S2	S1
Important	S2	S3	S4
	S3	S5	S6
Desirable	S5	S4	S2
	S6	S6	S5
RESOURCE MANAGEMENT OBJECTIVES			
Essential	R3	R2	R1
	R4	R3	R3
Important	R1	R1	R4
	R2	R6	R2
Desirable	R5	R4	R6
	R6	R5	R5
ADMINISTRATIVE OBJECTIVES			
Essential	A2	A4	A1
	A1	A2	A2
Important	A3	A6	A5
	A5	A1	A3
Desirable	A4	A3	A6
	A6	A5	A4

Figure 5. ASSIGNING LEVELS OF IMPORTANCE TO OBJECTIVES

The second method requires that for each type of objective, under each contingency, the committee rank all the objectives, from the most important to the least. The result is illustrated in Figure 6. The advantage of this method over the first is that each objective is ranked in comparison with all others, instead of assigning objectives to categories and not differentiating among, for example, several objectives that are considered "essential." However, the process of ranking objectives is difficult, even for one person, and it is even more difficult to get a committee to come to an agreement on a ranking.

Priority Rank	Service Objectives	Resource Management Objectives	Administrative Objectives
Continency 1: Increased Funding			
1	S4	R3	A2
2	S1	R4	A1
3	S2	R2	A5
4	S3	R1	A3
5	S6	R5	A6
6	S5	R6	A4
Continency 2: Status Quo Funding			
1	S1	R3	A4
2	S2	R2	A2
3	S5	R1	A6
4	S3	R6	A1
5	S4	R4	A5
6	S6	R5	A3
Continency 3: Decreased Funding			
1	S3	R1	A1
2	S1	R3	A2
3	S4	R2	A3
4	S6	R4	A5
5	S5	R5	A6
6	S2	R6	A4

Figure 6. RANKING OBJECTIVES

Each of the two approaches discussed thus far results in a single set of priorities for each type of objective under each contingency. In reality, there are a number of interest groups associated with libraries who are likely to have conflicitng priorities for library service. The Islington Borough (England) Public Library, for example, identified 16 interest groups as relevant to their deliberations: teenagers, adult information users, adult recreational uses, children under 5, children age 5 to 12, the aged, ethnic groups, students, the disabled, the unemployed, businesses, semi-literates, illiterates, religious groups, clubs and societies, and library staff.[3] The number and kinds of interest groups will vary from one library to another, and one individual will often fall into more than one interest group (e.g., an unemployed member of an ethnic group). What unifies each group is that its members have certain common information needs and therefore common priorities for the library which may differ from another group's. The number of interest groups considered must be limited, however, because of the time required to arrive at priorities for each group.

Once the interest groups have been identified, the committee proceeds as under the first or second method, above, with the difference that within each contingency and type of objective they consider the importance of each objective for each interest group. The result is a series of tables, one like that in either Figure 5 or Figure 6 for each group. In developing these tables, the committee has to take on the viewpoint of each interest group in turn. It may help to consult with members of the staff who serve those groups or with representatives of the interest groups who are not represented on the planning committee.

The next step is to combine all these individual interest groups evaluations to come up with a single set of priorities for the library as a whole. This is not a simple arithmetic process of adding one group's priorities to another's. Nor is it a strictly political process of weighing one group's priorities against another's in deciding between objectives when their preferences conflict. Instead, this process requires that the committee think explicitly about the priorities of people other than themselves in making decisions for the library.

The final assignment of importance or ranking of objectives, however, depends on the committee's collective judgment. The result is a ranking of or assignment of levels of importance to objectives for the library as a whole, just as under the first two methods. The difference is that the committee will have explicitly considered various interest groups' preferences in the course of developing these priorities.

RESULTS

The preceding has presented several ways to reach the same end:

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[3] W.E.M. Morris, A.L.A. Planning Process for Public Libraries: U.K. Test (Durham, England: University of Durham, Department of Computing, 1979), p. 5.

a set of goals and objectives for the library as a whole, with priorities. First came the role statement, which is a general expression of the library's place in the community. Then came goals, general statements of what the library hopes to accomplish. Then the committee developed objectives more concrete, measurable expressions of the library's desired ends. Then, because no one library can immediately accomplish all that it might like, priorities among the objectives were established.

These locally-developed goals and objectives become the library's own standards, the criteria against which possible actions or strategies, can be evaluated. The next step is to develp those strategies.

CHAPTER 9

Strategies for Change

Once goals with specific objectives have been set to detail WHERE the library should go, the next step is to determine HOW to get there. Some goals and objectives may carry the library further in the direction in which it is already headed; others may mean a change of direction. Either way, the library's current and proposed strategies need to be evaluated to determine the best methods of reaching the desired ends.

A strategy may be defined as set of options or methods for improving library services. Strategies are developed to achieve the goals and objectives established by the planning committee. Individual options considered either as a single strategy or components of a strategy may range from a simple change in a policy, e.g., the length of the loan period, to a complex building program. Typically, a number of options are packaged into a single strategy. Several strategies are developed for evaluation by the planning committee. The purpose of this step in the planning process is to evaluate alternative actions (strategies) for accomplishing the previously determined objectives.

CRITERIA FOR STRATEGY DEVELOPMENT

The criteria against which strategies should be evaluated include:

1. Their contribution to the library's goals and objectives.
2. Their costs in staff time and other resources, and the effect on other services or programs of possible diversion of resources to the new activity.

All of the details which make a strategy functional must be considered in developing and evaluating possible strategies. For example, the description of a strategy to increase the availability of non-print materials for non-readers should show the source of funding for these materials (new or added funds or reallocation of budgeted collection funds); the methods to be used to make non-readers (particularly non-library users) aware of these materials and their usefulness; which materials are to be added and how they are to be selected; and so forth.

DEVELOPING STRATEGIES

The committee begins the development of strategies by creating lists of ideas or options which will contribute to at least the more important objectives. These options will later be combined into larger units of activity, or strategies. The committee members may work independently to develop lists of possible options to bring to the group as a whole; or subcommittees may be formed to represent the various interest groups; or the planning committee as a whole may participate in a group brainstorming session. Ultimately the best suggestions will be brought before the whole committee. Branch librarians who joined the committee for its deliberations on goals and objectives should remain for the development of strategies.

Developing possible strategies is a creative process. Most committees have little difficulty thinking of options at this stage; the major problem is that their suggestions are rooted in what their library and others have been doing all along, and tend to be more of the same. An extra effort is required to break out of the traditional library mold and design innovative strategies.

Experience has shown that a brainstorming session with the planning committee and branch librarians is an effective way to begin developing strategies. The previous planning step will have generated objectives and developed priorities among them. The group should start with the high priority objectives and go through each objective, one by one, listing ideas for accomplishing each. There will be a lot of overlap of ideas for accomplishing these various objectives, e.g., objectives seeking to increase service levels could all benefit from public awareness promotions. This is no problem; at this stage, any and all ideas should be accepted.

A session of this type is best conducted with someone recording each idea on a large briefing pad or flip chart in front of the group. The pages of ideas should be kept visible--for instance, by taping them to the walls. In addition to the recorder, a group leader is needed to guide the discussions. An informal atmosphere generally leads to greater involvement by all participants.

To illustrative the kinds of options which may be suggested, let us assume that the library has as its highest priority service objective, under the increased funding contingency, "to increase the proportion of the adult population using the library from 40 percent to 50 percent in five years." Sample options might include:

- Promote services of which residents are least aware, and to groups substantially unserved, through:
  - Fairs
  - Radio
  - TV spots
  - Inserts in weekly program guides
  - Organization meetings
- Distribute a newsletter to people in community
- Put enclosures in utility bills or bank statements
- Create evening programs to attract working women
- Purchase more paperback books
- Open more hours in evenings
- Establish a library program on cable TV
- Begin a weekly article in community newspapers
- Begin bus advertising
- Improve external signs on libraries
- Arrange with the highway department for directional signs to libraries
- Establish a minilibrary in a major shopping center
- Create a self-conducted library tour with an audio cassette guide
- Develop an audio-visual program for library orientation which can be used by individuals in libraries or presented at group meetings
- Paint library vans and bookmobiles to advertise the library, featuring slogans and telephone numbers

Lists of options should be generated for each objective for all three types. It may take several sessions to cover them all.

From the lists of options, planners can develop several strategies by packaging options. A number of the options are likely to group together, e.g., those relating to publicity or to increasing citizen awareness. Other options will naturally go together such as improvement of facilities, collection, and staff. The committee should limit the number of strategies to three or four which seem to cover most of the objectives, particularly the most important ones.

EVALUATING STRATEGIES[1]

Once the planning committee has developed several strategies for possible implementation, it is necessary to evaluate them. The strategies under review are most likely to be additions to or improvements in existing policies and services. More rare are strategies representing radical departures from existing policies and services.

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[1] The methodology proposed here grew out of discussions and consultations with John Hawgood, University of Durham. See John Hawgood, How to Apply Participative Planning to Your Library Policy Change (Durham, England: Automation Benefit Appraisal Consultants Limited, December 1977).

The approach to benefit assessment recommended in this planning process attempts to guide the planning committee through a thorough discussion of the probable impact of a strategy upon each objective. It basically seeks to answer the question, "How much better can the library accomplish each of its objectives, if the strategy is adopted and implemented?" Because a strategy designed to further one objective may affect another, for better or worse, each strategy has to be evaluated against each and every objective. This requires some means of forecasting the incremental gain or loss from what is currently being accomplished. This will be a subjective exercise, because it relies on the committee members' expectations of the effects of strategies on objectives, but it is absolutely necessary to evaluate strategies for possible implementation.

A worksheet (designed by John Hawgood, Durham, England) is presented in Figure 7 to assist in the evaluation of strategies. It serves as a visual aid for comparing the forecasted performance of the strategies under review in terms of the current performance of existing strategies. The worksheet is designed to be used by the planning committee as a group or by individual interest groups. If the library has considered various interest groups in setting priorities among objectives, then a separate worksheet should be completed for each interest group. The planning committee then reviews the worksheets for all interest groups to see if one of the strategies best suits most of the groups. The final selection of one or more strategies for implementation will have to be made on a consensus basis.

It is important to realize that, as a matter of principle, this approach to benefit assessment does not include the political process of deciding between strategies when different groups' preferences conflict--there is no attempt whatsoever to weigh one group's importance against another's. Where preferences differ, the committee's judgment prevails.

The example shown in Figure 7 compares two strategies being considered by the planning committee. Five service objectives are shown in their order of importance. The forecasted performance of each strategy is plotted in relation to the performance of the existing policies and services represented on the figure by the vertical line labeled "Now." The horizontal scale marked by the verbal measures "Worse," "Now," and "Better" could be replaced by numerical scales for each objective. In the example, the numerical values are shown for the current policy. Thirty percent of the adult population now use the library, 23 percent of the population are registered borrowers, 1,200 adults with less than a high school education use the library monthly, and so on.

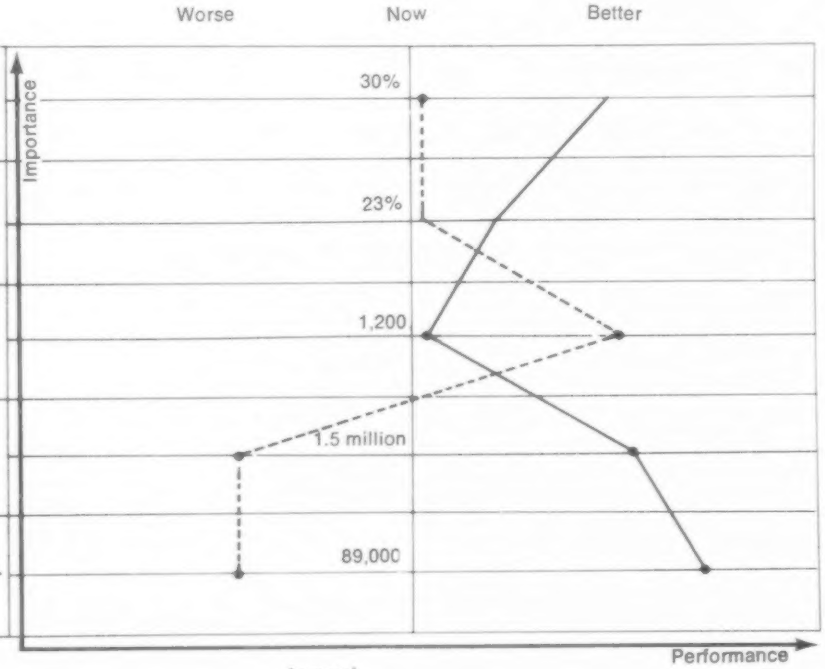
An examination of the completed worksheet shows that, overall, both strategies A and B are better than the current performance for the more important objectives, 1 and 2 (those listed higher on the vertical axis), because both of their lines fall to the right of the vertical line representing the current state ("Now"). For objective, 3, strategy B is the best, but for the least important objectives, 4 and 5, B is worse

Current and Predicted Performance of Strategies

Strategies: (A) PUBLICITY PROGRAM (B) ADULT LEARNING PROGRAM
Contingency: STATUS QUO FUNDING
Evaluated by: PLANNING COMMITTEE

Objectives (in order of importance):

1. TO INCREASE THE PROPORTION OF THE ADULT POPULATION USING THE LIBRARY
2. TO INCREASE THE PERCENTAGE OF COUNTY POPULATION WHO ARE REGISTERED BORROWERS
3. TO INCREASE THE NUMBER OF UNDEREDUCATED ADULTS USING THE LIBRARY
4. TO INCREASE THE CIRCULATION OF MATERIALS
5. TO INCREASE THE NUMBER OF TELEPHONE INQUIRIES



Overall acceptability:
Unacceptable
Acceptable STRATEGY B
Very acceptable STRATEGY A

Legend:
——— STRATEGY A - PUBLICITY PROGRAM
-------- STRATEGY B - ADULT LEARNING PROGRAM

Figure 7. COMPARING ALTERNATIVE STRATEGIES

than the current state while A is better. Overall, B is acceptable, because it is better than the current situation for the most important objectives. A is better than B, because its line is to the right of both B and the current state for most objectives, including the more important ones, representing improved performance. Therefore, of the three possibilities represented by the worksheet (strategy A, strategy B, and no change), A is the most desirable.

The planning committee may decide after discussions and comparisons of the strategies that those that have been developed need to be changed. Several strategies, or some options within them, may be combined into new ones. If this is the case, the benefit assessment would be repeated for modified strategies.

EXPERIMENTAL STRATEGIES

Not all strategies need to be implemented throughout the library system. Some may be tested by limited application in only one part of the system; others may be left for the various unit heads to decide on.

Innovative services, especially for the unserved or underserved, may be given a limited testing within the system. Special funding may be available for such activities so that regular library resources are not committed during the experimental period. In choosing experimental strategies, however, the library must consider the impact on other library servies of absorbing the costs after the experimental period, if a strategy proves successful.

Where there are branch facilities, strategies involving little or no additional or reallocated resources may be made local options for each branch to implement or not. Examples of such strategies would include new signs inside and outside the library and rearrangement of materials.

CHAPTER 10

Implementation and the Beginning of a Second Cycle

Once a plan has been developed, it has to be implemented. In a sense implementation begins when planning begins. Having library staff as members of the planning committee, using other staff members when their expertise is needed, and keeping the entire library informed of the progress of the planning effort helps to ensure that the plan will be implemented when the time comes. The library staff needs to understand the strategies chosen and the reasons behind them--the library role, goals, and objectives--to be able and willing to carry out the plan.

The final activities of this initial cycle of the planning process also set in motion the succeeding cycles. These include:

1. Defining the implementation tasks to be undertaken.
2. Establishing performance measurements and other continuing information input, and determining the methods for collecting the necessary data.
3. Initiating procedures for monitoring and evaluating progress toward goals and objectives, and for periodic review of them for continued relevance to community needs.
4. Determining the composition of the continuing planning committee.

DEFINING IMPLEMENTATION TASKS

To determine the activities necessary to implement the strategies adopted by the planning committee, it is necessary first to decide what is needed to achieve and measure progress toward goals and objectives. The committee should consider the following questions:

1. What baseline measurements are lacking for the objectives? How are performance targets to be set once baselines have been established?
2. What documentation is required? Are local policies for facilities, services, and the like, recorded and clearly understood? Are there written guidelines for staff members, outlining policies, operational procedures, and responsibiities?
3. Do library operations make the best possible use of the available personnel?
4. Are staff communication channels adequate to ensure full staff understanding of the plan, and for continued staff input to future planning cycles?
5. Do new training programs need to be developed to implement the strategies?
6. (Where applicable) Have specific objectives been developed for each branch library, to make branch services relevant to the specific part of the community served, as well as to system goals?
7. What changes in resource allocations are necessary to implement the plan? Should reallocations be system-wide (where applicable) or specific to branches? What criteria are to be developed to determine necessary reallocations?
8. What steps can be taken to improve cooperation with
    a. Local government
    b. State library authorities
    c. Community and citizen groups
    d. Other libraries and library networks
9. What are the continuing data requirements for the ongoing effort of the library to remain relevant to its community and its information needs?

The result of these deliberations is a detailed list of the tasks to be performed, by whom, and with what resources, how, and when.

MEASURING ACTIVITY AND PERFORMANCE

The implementation steps should also define the measurements necessary to establish baselines and to measure progress toward specific objectives. Chapters 12 through 18 discuss methods of collecting a variety of data and should be reviewed to determine the measurements appropriate to a given library.

Routine data collection in the library should be reviwed and the need for each unit of data justified. The management information needed should be outlined, specifying all of the types of data to be collected in the library, methods of collection, and uses for the information. This outline should encompass all the information requirements of the library including data reporting responsibilities to local and/or state authorities. In all cases, the committee should decide whether information must be collected routinely or can be collected with periodic samples. Chapter 11 describes a procedure for developing a system of data for the library.

OTHER DATA INPUT

In addition to library activity and performance measurements, the planning committee will also require periodic information on changes in the community and in community information needs, citizen awareness and use of library services, user satisfaction, and so forth. Some of this information (e.g., changes in the community or population characteristics) should be periodically reviewed by the data coordinator, and presented to the planning committee whenever such changes differ from earlier projections or present new findings which change earlier conceptions.

For example, when new census data become available, tables should be prepared and maps of the findings presented to the committee. The data will then be reviewed to determine whether any changes in objectives, priorities, target groups, or strategies are required. New information facilities within the community or new or expanded cooperative activities should also be discussed in planning meetings, in relation to their effects on the role of the library in the community, or on current objectives.

Some primary source data will also be required from time to time to determine current levels of awareness, levels of use of particular services by target groups, user satisfaction with library services, and the like. Much of these data can probably be collected by means of focussed surveys, although comprehensive surveys may be undertaken if they were not possible in the initial planning cycle. If comprehensive surveys are made in secondary cycles, it is recommended that an attempt be made to maintain the broad-based planning committee through these cycles, or to reconstitute it for the review of goals and objectives in light of the new information.

MONITORING AND EVALUATING PROGRESS

Monitoring and evaluating progress toward achieving goals and objectives will be a continuing function of the planning committee. Having determined the information necessary to measure progress, the committee should review specific objectives.

The plan should be regularly updated to reflect committee decisions.

Figure 8 is a sample form that both structures the review and provides this status summary. Elements of the form are discussed below. Using the review sheet (or a locally designed form), the data coordinator will complete the identification section, and enter baseline and target measurements for each objective. (See Figure 9.)

____
(name of library)

Goal __________ : ______________________________

Objective ________ : ______________________________

Date ____________ 19___ 19___ 19___ 19___ 19___

Measurements:
Baseline 19 ____________________
Targeted 19 ____________________
Targeted annual rate of increase (%) ____________________
Current annual achievement rate (%) ____________________

Are adequate data available? ____________________

Additional data requirements ____________________

Performance rating toward meeting objective ____________________

Is additional activity necessary? ____________________

Recommended additional activity ____________________

Cost status of activities under objective ____________________

Is objective still relevant ____________________

Changes in objective ____________________

Figure 8. SAMPLE FORM FOR REVIEW OF OBJECTIVES

Goal 1: To increase the proportion of the population served.

Objective A: To increase the number of registered borrowers to 50% of population by 1985

Date	1 July 1980	1 July 1981
Measurements:		
Baseline 1979	44% (272,000)	44% (272,000)
Targeted 1985	50% (347,000)	50% (355,000)
Targeted annual rate of increase	4%	8%
Current annual achievement rate	5% (286,000)	

Figure 9. OBJECTIVE PROGRESS REPORT

In the example, the objective is stated in terms of a percentage of population to be served. The baseline and target measurements reflect both the percentages and total numbers of registered borrowers. While the baseline measurement will not normally change (unless a new baseline date is established) the target in terms of total numbers is based on projected population estimates, and may change during the planning period. In the case of our example, new projected population figures resulted in an increase of the target from 347,000 to 355,00.

The targeted annual rate of increase may be based on an anticipated constant rate of increase, or may vary from year to year as changes in library operations occur. For example, in the case above it is anticipated that there will be a constant increase of two percent in registrations, based on historical growth patterns. Publicity in the first year is expected to bring this up to four percent, while the opening of a new facility during the second year should provide an eight percent increase for that year. Thereafter a constant annual gain of five percent is anticipated.

For some objectives, targeted annual rates of increase may include larger target rates for specific groups. Let us say that in the example above planners wish to see the numbers of registered borrowers among particular subsets of the population, such as the aging, increase at a rate double that of the total population. This can be shown by recording both overall and subgroup rates of increase. Some decisions are required as to how increases for subgroups are to be measured where registration records do not currently provide such breakdowns. In some cases, it may be desirable to measure achievement with regard to subgroups less frequently than for overall achievement.

In reviewing an objective, the committee should ask itself the following questions:

1. Do current measures adequately show the rate of progress toward the objective? Are additional data necessary to provide more complete or precise indicators of achievement? How are they to be collected?
2. Is the current level of achievement under the objective near the targeted performance level or substantially above or below it? Are performance targets still relevant?
3. Are additional actions necessary to meet performance targets? Should strategies be expanded (additional related activities) or should new strategies be developed (different types of activities)?
4. Should any local activities be introduced system-wide? Should experimental strategies be continued? Expanded? Discontinued? What new strategies or activities are necessary?
5. Do costs of strategies associated with this objective differ from estimates? Do they impose any special problems, or have adverse affects on other library objectives?
6. Is an excess (over target) of achievement having adverse affects on the other objectives? On the demands on resources?
7. Is the objective unrealistic? Or proving undesirable in terms of overall service commitments? Should it be modified or deleted?
8. Are new objectives needed to better achieve particular goals?
9. Is the objective still relevant to the role of the library and the community it serves? Have community needs changed, or are other resources filling the need the objective was designed to meet? Should target groups or targeted levels of performance be changed because of constraints or changes in need?
10. Are new objectives (or goals) needed to serve newly-identified needs?
11. Should the priorities among objectives be revised?

Date		July 1980	July 1981
Strategies Implemented	Measurement(s)	Performance	Performance
Central or Hqtrs.			
(list)			
Publicity A	# of news releases	6	
Publicity B ·	# posters made	107	
Branches			
School flyers (all)	# distributed	15,000	
Family night (CY)	# attending	632	
Divisions			
Facilities			
New signs	# posted	103	
Mini-library (WO)	Date open; # volumes	Delay to 1979	

Figure 10. STRATEGY ACTIVITIES WHICH AFFECT OBJECTIVES

Finally, briefly review the new activities which affect each objective. The data coordinator should list these activities. They may be separated by the implementing or originating group, such as central or headquarters, branch, program division, reference division, personnel, facilities, technical services, etc. (See Figure 10.) Experimental strategies should be boxed to stand out from other activities, and those confined to a single branch shown with branch abbreviation (e.g., CY, CW).

For each strategy, measurements should be developed to monitor the level of performance of each activity. These measurements may be specially designed for each activity, but probably most of the required data are already collected by the library and will only need to be identified as relating to a specific strategy and/or activity. Chapter 13 shows a number of measurements which can be derived from currently-collected data.

THE CONTINUING PLANNING COMMITTEE

The broad-based planning committee of the initial planning cycle may not remain available for all future cycles of the planning period. All or most of the non-library members of the committee may drop out at this point. To provide continuity in planning, it is suggested that as many as possible of the original library members of the committee remain on the continuing planning committee, especially the data coordinator, who should by now be well versed in all the data used in the initial cycle. Staff should be added to the committee as required. Some may only attend sessions where topics pertinent to their areas of responsibility are discussed.

At a minimum, the continuing planning committee should include key administrative personnel and representatives from branch libraries serving areas with differing population characteristics. However, the permanent committee should remain small enough for effective interaction. The tasks of this committee, over the continuing cycles, include:

1. Meeting at regular intervals (at least quarterly).
2. Reviewing progress in implementation of strategies, and recommending changes or new strategies as necessary.
3. Monitoring experimental strategies aimed at serving target groups, and making recommendations about future strategies.
4. Determining the information required to evaluate system performance, and designating personnel responsible for its collection.
5. Arranging for periodic input from citizens, library users, and staff, and data concerning changes in environment and population.
6. Insuring adequate dissemination of data collected to insure maximum utilization and to prevent unnecessary duplication of effort.
7. Examining resource allocations (personnel and staff).
8. Evaluating progress, reviewing goals, objectives, and priorities, and modifying the plan as necessary at regular intervals.

CHAPTER 11

Management Data

Library management requires a system of data, or statistics, to provide information for decision-making, to meet the reporting requirements of local, state and federal authorities, and to allow for comparison with other libraries. In addition, the long range plan developed in the initial cycle of the planning process requires specific data that will:

1. Measure the library's performance in meeting objectives.
2. Update the library's understanding of its environment and population.
3. Fill in the gaps in the information gathered in the initial cycle.
4. Monitor and evaluate the library or system plan and the continued relevance of current library services to community library needs.

To meet these requirements, the library needs to develop a coordinated management information system which minimizes the effort put into data collection while maximizing its usefulness. The basic steps for developing such a system of data require that the library:

1. Determine exactly what information is needed, with attention to how each item of information will be used within the library.
2. Develop a coordinated system of data collection, clearly assigning the responsibility for each measure, including how it is to be collected, how often, and by whom, to ensure that all the needed information is collected once and only once.

3. Design a way to analyze and disseminate the information that has been collected to every unit that needs it.

DETERMINING DATA NEEDS

No information should be collected for which the need is not clearly defined. To determine the information needed for one library's data system, the data coordinator should prepare a matrix showing the information to be collected, the purpose for which it is to be used, the collection interval and reporting frequency, the method of collecting the data, and the person or department responsible. Figure 11 is an example of such a matrix.

Most libraries routinely collect statistics for internal management and for reporting to local, state, or federal authorities. These may also be analyzed to provide some baseline measurements, or to provide comparative data within the library or with others. The list should begin with these currently-collected statistics, and record for each the purpose(s) for which it is used. If no need for the particular data item can be established, its collection should be discontinued.

Next, the data coordinator should review the measurable objectives in the library's plan, and add any new measures which are not already listed with the specific objective for which they are required. She or he should add to the list any data collection currently underway or planned and note whether such collections are to be one-time, periodic, or continuing.

The library should review and update this list at least annually, adding or deleting data requirements as appropriate. Data elements required specifically to monitor progress under the plan should be changed or deleted only by action of the planning committee. Other items should be reviewed by the appropriate people within the library. The methods and frequency of data collection should also be determined by planners or library management, as appropriate. Where a data element is needed for both planning and general management purposes, planners should define their minimum data requirements, and decisions regarding collection methods should be made by management.

Periodic or continuing data collection programs which are limited to particular branches or facilities should also be noted in a separate list, so that the results are broadly disseminated and collection is coordinated. Similarly, the findings of one-time local data collection programs should be summarized and disseminated library-wide.

DATA COLLECTION METHODS

The remaining chapters of this manual present methods of acquiring particular types of information. It is not expected that libraries will collect or develop all of these data, but rather that data coordinators will choose those methods appropriate to the data system requirements of the specific library. Sources of data include:

Information Required	Purpose(s)	Collection Interval	Reporting Frequency	Method of data collection	Collection Responsibility
Borrower registrations	Local and state reports; Service Goal 1, Obj. A; Branch/ facility comparisons	Continuing	Monthly; Annual Cumulation	Routine	Circulation Department
Use of library by target groups	Service Goal 1, Obj. B	Irregular	Periodic	Focussed-survey	Data coordinator
Circulation statistics	Local and state reports; Service Goals 3, Obj. B; Resource Management Goal 4, Obj. D	Continuing	Monthly; Annual Cumulation	On-going count as checked out	Circulation Department
Volume of Collections	Local and state reports; State standards comparisons; Branch/ facility comparisons; Resource Management Goal 3, Obj. A; Resource Management Goal 4, Obj. D Administrative Goals 2, Obj. C	Continuing	Monthly; Annual Cumulation	Routine	Acquisitions Department
Materials fill rates	Service Goal 2, Obj, E	Annual	Periodic	Sample	Circulation Department

Figure 11. DATA SYSTEM

1. Secondary sources (Chapter 12)
2. Library statistics (Chapter 13)
3. Primary sources (Chapters 14 through 18)

The measurements to be used in assessing progress toward performance targets (performance measurements) may be derived from all these sources.

DATA COLLECTION RESPONSIBILITY

The responsibility for collecting each information item should be assigned to the appropriate department or person in the library. Periodically, lists should be provided to each data collector detailing the information required, its purposes, frequency, and the method to be used, and the reporting requirements. (See Figure 12.) Forms for reporting data may be appended where appropriate.

Summaries of all the data collected in the library should be periodically forwarded to the data coordinator, who should have full responsibility for coordinating the data system and disseminating it. This should insure maximum utilization of findings, and prevent unnecessary duplication of effort. The continuing planning committee should be kept aware of special data collection efforts at the branches.

USING THE DATA SYSTEM

Data collected for one purpose may frequently be used for another. Where appropriate, the library should combine its requirements and develop methods which will provide the information needed for all purposes.

The library staff should avoid developing measures that are not useful to general management or planning. For example, the turnover rate for materials (the average use per item held) is very simply calculated by dividing the circulation by the number of items in the collection. This figure provides a crude comparative index of collection activity, reflecting both acquisition and weeding policies, and for some libraries provides a useful measure of progress. Despite its ease of calculation, however, this measure would be meaningless for the library with primarily archival or specific reference collection responsibilites; determining a turnover rate in this case may be a waste of time.

Data Collection Requirements ____________ (period) ____________

CIRCULATION DEPARTMENT

Information Required	Purpose(s)	Collection Interval	Reporting Frequency	Method of Data Collection to be Used
Borrower registrations	Local and state reports; Service Goal 1, Obj. A; Branch/facility comparisons	Continuing	Monthly; Annual Cumulation	As registered
Circulation statistics	Local and state reports; Service Goals 3, Obj. B; Resource Management Goal 4, Obj. D	Continuing	Monthly; Annual Cumulation	As checked out
Materials fill rates	Service Goal 2, Obj. E	Annual	Annual	Sample

Figure 12. DEPARTMENTAL DATA COLLECTION LIST

Part III

COLLECTING AND USING DATA

Chapter 12

Secondary Data for a Community Profile

PURPOSE OF A COMMUNITY PROFILE

Everyone needs information to function in everyday life. Specific information needs are a function of the individual's unique situation, but they are related to one's age, education, occupation, lifestyle, environment, and experience. One's success in meeting his or her information needs is also related to environmental factors, such as convenient access to information sources, and to whether the information is presented in a form in which one can use it.

Understanding the community itself is the first step in planning its library services. The characteristics of the people to be served, their information needs, and their total environment, including other information sources, are all critical elements in designing library services for a particular community.

This chapter describes the process of developing a community profile for use in the planning process. The purpose of the community profile is to describe the whole community, with particular attention to its characteristics which affect who uses the library, for what purposes, how much, and how successfully. Much of this information is already available in published and unpublished form: from the census, local government, and planning and business organizations, to name a few sources. This chapter is concerned with using these secondary sources to compile information needed for the planning process. It suggests the kinds of data required, possible sources, and ways of presenting them to the committee. The exact information required will vary from one library to another, depending on local circumstances, so the current chapter should be considered suggestive, not definitive.

The information for a community profile falls largely into two categories:

1. Description of the environment, and
2. Profile of the population.

The description of the environment should emphasize those social, cultural, and physical features which affect the need for and access to information in the community, as well as the availability of alternative information resources. The population profile should include personal characteristics, demographic and non-demographic, of residents that affect their exposure to information and ability to use it.

Appendix B presents some sample tables and maps that show ways of compiling and reporting the data for a community profile. These are samples only, to show the kinds of supporting documentation that may be of use; most libraries will need many more tables and figures than those illustrated.

THE COMMUNITY ENVIRONMENT

By "community" we mean the library service area. However, it is also necessary to consider the community's relationship to its surroundings. In many areas, chambers of commerce and/or local government planning and development groups have compiled general descriptive data about the local community. In some instances the data are regional, and local data can be extracted from a broader area report or obtained from a planning and development group directly.

Some of the environmental factors that are usually of interest in the planning process include: the growth and development of the community; its government; business and industry; communications; transportation; educational facilities; climate and recreational opportunities; cultural and community activities; and non-library information resources.

Growth and Development of the Community

Growth and development factors of the community which should be considered by planners include:

1. Is the total community growing or declining in population?
2. Which community divisions or subareas are changing? In what direction?
3. What growth is occuring on the fringes of the community? What relationship is there between this population and the community?
4. Are there plans for new transportation facilities which will affect access to library facilities?
5. Are new housing developments changing the

center of population in the community? The distribution of current population within the area? Attracting new residents?

6. What are the historical patterns of growth in the community? Are they continuing or changing? Do library locations and facilities relate to the past or the present?
7. What are the shopping patterns in the community? Where do people go for medical, legal, financial, and cultural services?

Recent publications of such organizations as the community government or Chamber of Commerce may provide much of the data suggested, or it may be obtained by personal observation or from discussions with appropriate local sources. Where such findings have implications for library planning, they should be included in the written profile of the community and brought to the attention of planners at appropriate stages of discussion.

Population data (items 1 and 2 above) have specific implications for library locations and potential levels of demand, and should be reviewed for projected changes over the period of the plan under development. These data may be determined from census data and projections of population (see "Sources of Data" later in this chapter). A simple table may be used to develop trends in population growth over a period of time, using published decennial census data, and current annual estimates of total population (between decennial collections) available from the Census Bureau, and often from state and local sources. Population projections for the planning period may be available from local government or planning organizations. Figure 13 shows sample column and row headings for such a table.

Population Growth Trends, 1950 - 19__

____
(Name of community)

Census Period	Total Population	Percent of Increase/ Decrease[a]
1950		
1960		
1970		
Estimate 19__[b]		
Projection 19__[c]		

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a. Calculate the percent in increase/decrease since the previous measurement. Show declines in population with a minus sign.

b. Current year.

c. Use the figure projected for the last year of the planning period.

Figure 13. POPULATION GROWTH TRENDS

For a small community with a single service outlet, this population trend data should be adequate. Libraries with multiple service outlets, however, will be concerned also with changes in population in various sections of the community, which may affect the needs across outlets. Figures B-1 and B-2 of Appendix B show ways of presenting the population data by geographical areas. Figure B-3 is a map of population density by area, to show how this same kind of information can be presented graphically.

Where local or regional planning groups exist, planning districts or other geographic subareas may have already been detailed and information developed comparing various sections of the community. Otherwise, census tracts may be compared.

Community Government

Where the library service area is within a single governmental unit, defining the relationship between the library and the government is relatively simple. For libraries such as county, city-county, and multi-county systems which serve multi-jurisdictional areas, however, the relationship becomes more complex. In all cases, however, some of the factors which must be examined include:

1. The source(s), basis, and adequacy of library funding.
2. Current levels of local taxation as compared to other similar communities.
3. The constraints imposed on use of library funds, and flexibility or inflexibility of general library spending.
4. The roles of the library management and others such as the Library Board and local government officials in policy-making.
5. The local government's priorities for service to the public and to government itself.
6. Policies with regard to capital improvements, to hiring and firing of personnel.
7. The availability of other government-sponsored information services, and their relationship with the library.

Much of this information is well known to library administrators, or may be found in library charters or enabling legislation. Other cases require a review of past relationships, or interviews with appropriate persons. In any event, it is important that all planners have a clear understanding of library-government relations so that proposals for change can be evaluated in terms of the political realities of the local government.

Business and Industry

The nature and extent of industry and business activity in a community and in nearby areas determine to some extent the type of population in the community area and their information needs. Important factors to determine here include:

1. The kinds of industry and business now in the community, and being attracted to it.
2. The numbers and occupations of employees living in the community.
3. The percentage of total employed residents working within and outside the community. Residents employed outside the community may have more convenient access to information facilities near their place of employment.
4. The locations of industrial and business concentrations.

Additional data on employees are discussed in the section on community population characteristics.

Communications and Transportation

Most urban communities are included within a single telephone dialing area, and telephone communication is simple and inexpensive. County and multi-county systems, however, may be faced with a variety of dialing areas, which may or may not coincide with library facility service areas.

Similarly, local traffic patterns and public transportation routes may be examined to determine the convenience of access of various sections of the community to library facilities. In reviewing public transportation, hours of operation of both transportation facilities and library facilities must also be considered.

Educational Facilities

Students are heavy library users. A range of higher education facilities and adult education courses promotes increased adult library use. Although the availability of school libraries is more likely to increase than decrease student use of public libraries, their absence places other demands on the public library. The educational levels of students in the community influence the kinds of information needed. The libraries of educational facilities within the community also provide alternative sources of information, and are important in determining the potential role of the public library. (See "Community Information Resources" below.)

Climate and Recreation

Local climate and the availability of recreational facilities may affect the use of library services in a community. The availability of a multiplicity of recreational activities within a community has several possible impacts on library service:

1. It may increase the demand for information: persons with high levels of activity have been shown to have high levels of library use.
2. It may channel some of the demand into predictable patterns, with seasonal increases and decreases in use.
3. Popular recreational activities may influence collection development, programming, and information services.

If a review of library service records shows that climate and/or recreational activities do affect levels of library activity in specific periods, planners should be aware of it. The range of recreational activities and their availability to various segments of the community should also be reviewed. If substantial differences exist in accessibility to recreation facilities or programs in various geographic subunits of the community, these differences might be compared with levels of library use in the different areas.

Cultural Facilities and Activities

Like recreation, cultural facilities and activities both create an increased need for information and compete with library services for leisure time. Some of these activities, such as book discussion groups or amateur dramatic groups, may make specific demands on library collections (e.g., best-sellers or play scripts). Knowledge of community cultural activities provides opportunities for relevant library programming and collection development, and possible ways to reach members of groups with information about library services. An inventory of the kinds and number of cultural activities within the community, and average attendance at each event, can be used to measure their importance within the community. Access to cultural events in surrounding areas must also be considered.

Community Groups and Organizations

A study of community groups and organizations is important to the library for several reasons:

1. A group may need meeting space.
2. The subject area of a group may suggest information needs.
3. The organization may be a specialized source of information about the community and its library needs.
4. The group may provide the library with a means to reach segments of community not currently served with information concerning library resources and services, and with programming.
5. The membership of service-oriented organizations may provide volunteers for programs to reach unserved and hard-to-serve target groups.

Community Information Resources

Identifying other formal community information resources, such as school, academic, and special libraries and community or special information services, is important to an understanding of the community environment. Cooperative arrangements which increase the ability of the public library to meet the information needs of its residents must also be considered.

The availability of other sources of materials and information, such as book and record stores, local newspapers and other media, and professional services, should also be surveyed. The importance of these sources to members of the community may be determined in the citizen survey.

An evaluation of the function played by alternative resources in meeting information needs is essential to determining the role of the public library in the community. Library planners need answers to these questions:

1. Do the other information resources available fulfill their missions, or are some of these needs met by the public library?
2. Are services which should be provided by the public library being performed by other services?
3. Is there unnecessary duplication of resources in the community, or fragmentation of services which makes it difficult for residents to know where to go for information?
4. What is the level of cooperation among information facilities in the community?
5. What is the level of cooperation with other information facilities beyond the community?
6. Reviewing the roles and services of alternative resources, and the proposed role of the public library, which information needs of residents remain unmet?

GENERAL CHARACTERISTICS OF THE POPULATION

The inclination and ability to use information is affected by the personal characteristics of the individual.[1] To understand the community to be served, it is necessary to examine the vital statistics or demographics of its population. This is also an essential first step in assessing community information needs. These demographics may be used in later steps of the planning process to characterize population segments, or target groups, who are currently unserved or underserved. Strategies to meet information needs must be appropriate to the needs and abilities of the target groups.

The purpose of compiling statistics from census data at this time is both to provide a better understanding of the community, and to make the data readily accessible later in the planning process.

Compiling Demographic Data

In general, information will be collected only on the community and its geographic subunits. In some cases, however, it is useful to look at national and state characteristics, as well as for those of comparable jurisdictions within or outside the state for which library statistics are available. The individual library can then be compared to similar libraries elsewhere. In larger juriscitions, it's also useful to breakdown this information among the various geographical areas, or subunits, within the community. Figures B-1 and B-2 of Appendix B illustrate this.

Demographic characteristics important to library planning include the following:

Age. Census data provides information on the ages of residents, broken down by sex and by race. The age distribution of the community is important to the library in two respects: amount of use, and kinds of information needed.

At least four age groups should be studied in examining information needs: children, young adults, the aging, and other adults. These age groups have differing patterns of information use and exposure, and differing abilities to absorb it. The actual ages included in each level may be varied to reflect the individual community studied. The committee needs to determine the proportion of residents represented by each age group.

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[1] For an excellent summary of the research on the characteristics of library users, see Douglas L. Zweizig and Brenda Dervin, "Public Library Use, Users, Uses--Advances in Knowledge of the Characteristics and Needs of the Adult Clientele of American Public Libraries," in *Advances in Librarianship* Vol 7, ed. Melvin J. Voight and Michael H. Harris (New York: Academic Press, 1977), pp. 231-255.

1. Children and Young Adults. Grade level and the amount and variety of activities and environmental stimuli available to a child determine the basic level of information exposure. Specific information is most often needed for school. The use of formal information sources is generally highest at the student age level. In looking at the information needs of children and young adults, related characteristics which should be considered are educational level, parental education and occupations, family income, personal interests, and recreational activities.

2. The Aging. Increased age is frequently associated with single member households; decreased activity, and the attendant decrease in interpersonal contacts; and with physical constraints which hamper access to information sources.[2] Although the need for coping information remains, the identification of specific questions is lower for this group. The information-seeking and use patterns associated with younger adults of similar characteristics, such as education and income, may also apply among the aging, although generally the amount of information demand is lower. In making these assumptions, however, it is necessary to understand changes in the community, its population, its cultural patterns, and access to information, over time. Aging citizens who have lacked access to formal information sources for a substantial part of their adult lives will not, obviously, display the same patterns of information-seeking as younger adults for whom such sources have always been available.

3. Other Adults. While the young and the old form definable target groups in their own right, the information needs of adults between those age groups should also be examined. Studies[3] have identified the level of education as probably the best discriminant in patterns of use of information, with high school graduation the dividing point between high and low use of formal information sources. Environment, size of household, convenience of access to information sources, and amounts and kinds of activity are also important factors to be considered in determining information needs.

Race and Language. The Census Bureau also presents information on the races and native languages of the community. Non-white races have generally been less inclined to use public libraries than whites, although this may be due to differences in educational attainment. At the same time, members of racial and language minorities may have different information needs.

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[2] Edward S. Warner, et al., Information Needs of Urban Residents (Baltimore, Md., and Rockville, Md.: Baltimore Regional Planning Council and Westat, Inc., December 1973).

[3] Douglas L. Zweizig and Brenda Dervin, "Public Library Use, Users, Uses--Advances in Knowledge of the Characteristics and Needs of the Adult Clientele of American Public Libraries," in Advances in Librarianship. Vol 7, ed. Melvin J. Voight and Michael H. Harris (New York: Academic Press, 1977), pp. 231-255.

Educational Level. Education correlates with library use. It also influences the ways in which information needs to be presented; for example, high interest, low reading level materials are needed in communities with a substantial number of undereducated adults. Developing education profiles for the adults in various service areas helps the library to focus its services on the needs of the local community.

Statistical data are usually available only for census periods. Trends may be established by consulting school administrators concerning the proportions of students currently graduating from high schools and going on to higher education. Data from a citizen survey can also be used to determine current educational levels in the community.

Educational achievement is usually defined according to three categories:

1. Less than high school graduation
2. High school graduation
3. Higher education

Although the first category are not necessarily non-readers, the highest proportion of non-readers tend to fall into this group, and their awareness of availability of library services other than the circulation of books is low. Difficulty in identifying or focussing specific information needs also is found among the educationally disadvantaged and, where needs are identified, they are most likely to use informal and non-authoritative information sources. Serving the undereducated usually requires innovative methods of delivery and high interest, low vocabulary materials.

Formal information use is heaviest among adults with higher education, where it may be associated with occupation or personal interests. Environmental factors, such as poor access to facilities, may substantially decrease use levels of this group in some geographic areas.

Occupation. Educational level, occupation, and income are generally correlated. However, it is useful to examine occupations in terms of specific job-related information needs. Specific information needs are frequently occupation-related, especially among students, professionals, and, to some extent, managers and homemakers. In terms of defining specific information needs for occupations, individual professional and managerial categories should be identified if possible. (How may doctors, lawyers, educators, engineers, etc. are there in the community? Are there any businesses or industries in the area with specific information needs? How many managerial personnel are there in businesses or industries? How many homemakers are in the community? How many students and at what educational levels?)

The census reports the number of employed persons age 16 and over in the community, as well as their occupations, which can be analyzed for each geographic subunit and for the total community. (See Figure B-8.) Some of the relevant issues include the kinds of occupations in which people are employed, the relative proportions of blue- and white-collar workers, and any changes in the occupational patterns. The committee should ask itself what the implications of these employment patterns are for the ways in which people use their library and the kinds of information services that they need.

Income Level. The use of formal information sources shows some relationship to income level. Individual attitudes toward taxation for library services, as well as the ability of the community to support the library, are also related to income.

Because of inflation, census data on incomes must be used with caution. More current information is often available from the other sources that we have mentioned, which may be supplemented by the citizen survey. The committee should look at the median income for the community as a whole and for each area, since in most communities different areas have very different family incomes (Figure B-9). It should also consider whether the community's overall level of income and the neighborhood variations in income have changed over time.

Household Size. Library use is greater among families than in single member households. It may be that information exposure of all types tends to be less for solitary individuals, particularly if they are not employed outside the household. Furthermore, many parents use the library with or on account of their children. Newhouse and Alexander[4] call the presence of a child in the household the most important indicator of library use; Palmour and Bellassai[5] report that in Baltimore County, library usage increased among all educational groups when there were older children in the household, although education remained the primary determinant of use. Additional household size and composition data may be collected in a citizen survey, and the age distribution of single member households noted. (See Chapter 15.)

Sources of Data

The information needed to describe the population of the community may be derived from either primary sources (the individuals themselves), or from secondary sources (aggregated data collected from other sources). Census data are a valuable secondary source of information about the composition of the community in terms of age, education, occupation, income, and household size, as distributed geographically in census tracts, and in rural versus urban areas.

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[4] Joseph P. Newhouse and Arthur J. Alexander, An Economic Analysis of Public Library Services, Prepared for the City of Beverly Hills (Santa Monica, CA: The Rand Corp., February 1972).

[5] Vernon E. Palmour and Marcia C. Bellassai, To Satisfy Demand: A Study Plan for Public Library Service in Baltimore County (Arlington, VA.: Public Research Institute, June 1977).

Census Data. The volumes for each state in the decennial census profile the populations of standard metropolitan statistical areas (SMSA's), counties, incorporated and identified unincorporated urban areas, and rural areas. Annual estimates of total population (between decennial collections) are also available from the Census Bureau for states, SMSA's, and counties, and for incorporated and unincorporated areas receiving revenue-sharing funds.

In large urban areas, this data is further subdivided by census tracts (a census tract includes about 4,000 people). Census tract data in 1970 was available only for the 245 metropolitan areas in the United States, and for one state on a state-wide basis (New Jersey). The number of states for which state-wide census tract data will be available will increase with the 1980 census, but full state-wide coverage is not anticipated for many years.

Where census tract data are not available, computer tapes can be purchased from the Census Bureau profiling residents at the smallest census level, the enumeration district. (Enumeration districts include about 1,000 persons.) For the most part, however, census tract data for large urban areas, and state-wide subdivision data for smaller areas, supplemented by locally available information, will be adequate.

Other Government Information. In many cases, as noted above, governmental planning groups have already abstracted the pertinent information for local planning areas. This may be accompanied by projections of future numbers of population by such characteristics as age, household size, and so on, which estimate population at various periods since the latest census, as well as for various periods in the future. These projections are based on such factors as birth rates, death rates, and movement into and out of the area.

The library should also check on the availability of other local sources of information, such as a state or local census of some sort, or a planning department estimate of the current demographics of the community.

The Citizen Survey. If no recent information is available from other sources, the library may use the characteristics of the citizen survey respondents to approximate the community as a whole. Several cautions are necessary, however.

First of all, the library should be aware of any sources of bias introduced by the sample selection methods. For example, if the sample was drawn from phone books or voter registration lists, people without phones or who haven't registered to vote will be under-represented. Secondly, unless the sample is very large, the data is not reliable for various areas, but only for the community as a whole. Sample size is discussed in Chapter 15 in the section "Drawing the Sample for the Telephone Survey." Finally, the data are only as good as the survey itself. If interviewers were not persistent in getting responses, if questions were badly phrased, if the quality control of the survey was at all suspect, the survey results are suspect, too.

PRESENTING DATA TO THE PLANNING COMMITTEE

A *brief* written description of the community environment should be prepared by the data coordinator. Only those items important to planning or to a better understanding of the community should be included (for example, if there are no communications or transportation problems, or if climate has no effect on library service, omit those categories). In all cases the summary should describe the services, clientele, and quality (if possible) of other information resources in the community, or accessible to substantial numbers of residents. Any cooperation between the library and these resources should be described. Any other cooperative activities of the library, within or outside the community, which contribute to its capability to meet the information needs of community residents should also be specified.

Some of the environmental and demographic data described above can best be displayed graphically, on a series of outline maps. Outline maps of your community may be available from local or regional planning organizations, or census maps may be enlarged to provide a page size outline map of the library service area. These maps may be used for graphic display of a variety of data, including the relation of the community to surrounding geographic areas; physical features which encourage or constrain access to service outlets; distribution of population in relation to service outlets, current and projected; demographic characteristics which impact the type and delivery of library services, and the like. Appendix B contains some sample maps that show how graphics can make complex statistical data comprehensible (Figures B-3 and B-10).

If maps or graphs have been prepared as illustrated above, attach copies to the summary. An initial assessment of community information needs, by populaton subgroups, should also be prepared and attached for review and discussion. Other statistical tabulations should be carefully filed for future reference throughout the planning process.

CHAPTER 13

Statistics and Performance Measures for Evaluation of Services

The evaluation of current library services is based on information from three sources: currently-collected library statistics; measures of library performance, or effectiveness; and the citizen, user, staff and student surveys. This chapter covers the first two sources, library statistics and performance measures. Chapters 14 through 18 are concerned with the various surveys.

LIBRARY STATISTICS

Most libraries routinely collect some information on library resources and services. Often the information collected is determined by the state library's reporting requirements for state aid or simply for published summaries of the state's public library resources. This information should be compiled and presented to the planning committee by the data coordinator at one of its first meetings.

The kinds of information commonly available to the committee include:

1. Income
2. Sources of funds
3. Expenditures
4. Circulation
5. Volume and types of information services
6. Extent of out-of-library services
7. Network activity
8. Registered borrowers
9. Facilities

The discussion following and the sample tables in Appendix C, relate to all of these types of information. If any of the information discussed is not currently collected in a given library, the data coordinator should not collect it at this time, but should modify the tables to reflect the statistics which are collected. When missing items are identified as needed in subsequent planning steps, they can be collected at that time.

Recording Data

The data coordinator should begin by assembling those statistics available in his or her library for the last five years, if possible. This will establish trends. (See Figure C-1 of Appendix C).

If the system has branches for which separate data are available, basic data should also be compiled for each of them. This can be done at the same time as for the entire system. To show patterns, branch data should be recorded for at least the last three years for which data are available, and possibly the same five years as for the system as a whole. All statistics should be clearly labelled with the names of the branch. For ease in handling, data can be broken into subtables, such as branch facilities, service area population and registered borrowers and so on. Sample tables are provided in Appendix C (Figures C-2 to C-6). The data to be tabulated may include: information about the physical facilities (age, size), population served (potentially, and registered borrowers), staff, collections, services, or any other figures which the library system keeps on its branches.

Analysis

The analysis of library statistics suggested here has three phases:

1. Summarizing inputs and outputs and reviewing trends in the library system as a whole over time.
2. Comparing branch resources and performance.
3. Comparing library resources and performance with state standards, and with other libraries.

The Library as a Whole. Using the basic data which has been collected, it is possible to determine the trends in library resources and performance by developing a number of tables which will show gains or losses in income, staff, collections, services, and the like.

The discussion below explains how to analyze some of the most commonly-available statistical data on income, expenditures, and services. In keeping with the admonition above to stay with data already available, however, each library should adapt the analysis described below and the sample tables presented in Appendix C to suit the statistics that it currently collects. Additional statistics can be collected and analyzed later if the planning committee decides that it needs them.

Wherever possible, figures should be presented in units of measure that make their meaning apparent. For example, income per capita or circulation per volume owned are much easier measures to grasp than total income and total circulation. In the same way, measures expressed in terms of percentages (e.g., adult borrowers as a proportion of the whole, or percent increase in number of volumes held from one year to the next) are more meaningful than simple numbers.

1. *Income*. How has the per capita income of the library changed over the past five years? Using annual population data, one can calculate the per capita income (total library income divided by total population) for each of these years. Has income increased or decreased, and how much? The increase or decrease for the last four years of the five year period can be calculated by dividing the per capita income for one year by that of the preceding year and subtracting one. (For example, if per capita income for the first year was $5.01 and for the second year it was $5.76, $5.76/$5.01 = 1.15 - 1 = .15 = 15 percent increase in per captia income.) The total percent of increase or decrease over the five year period can be calculated by dividing the per capita income of the fifth year by that of the first year and subtracting one. (Using our example above with per capita income for the first year of $5.01 and for the fifth year of $7.05; $7.05 - $5.01 = 1.41 - 1 = 41 percent increase in per capita income over the five year period.)

Inflation over this period will have affected the total dollar value of income. Even a steady increase in income may not have resulted in any substantial increase in purchasing power. Assume that the dates used are 1973-1977, and that the library uses the July-June fiscal year. Per capita income in 1972-73 was $5.10, and in 1976-77 it was $7.05. The consumer price index[1] for January 1973 (mid-point in the fiscal year) was 127.7, and for January 1977 it was 175.3. To calculate the rate of inflation over the five year period, subtract the price index figure of the prior year (January 1973) from that of the later year (January 1977), and divide the difference by the figure of the prior year (January 1973). (175.3 - 127.7 = 57.6/127.7 = 0.37 or 37 percent rate of inflation.) To determine the percent of real dollar increase, remember that every dollar of 1977 income is worth only 63 cents in terms of 1973 dollars (100% - 37% inflation = 63 % real dollar value). Multiply the 1977 per capita by 63 percent and calculate the rate of increase or decrease in real dollars since 1973 as above. ($7.05 x .63 = $4.44/$5.01 = 0.89) = 89 percent real dollar value, or an 11 percent *decrease* in real dollars, or purchasing power, in 1977 as compared with 1973. Sample table shells for tabulating income data may be found in Appendix C, Figure C-7.

2. *Sources of funds*. Comparisons of the percentages of funds derived from various sources over the five year period can also be

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[1] The Consumer Price Index is published monthly in: U.S. Department of Labor, Bureau of Labor Statistics, *News* (Washington, D.C.: Government Printing Office).

developed. For each year, calculate the percentage of total income from each source. Has the proportion of local support increased or decreased? What are the patterns of state and federal support in relation to total revenues? A sample matrix is supplied in Figure C-8.

3. Distribution of expenditures. Calculate the percentage of total expenditures on salaries, materials, and other library expenses for the five-year period. Have they remained fairly constant or have substantial changes occurred during the five-year period? How do expenditures reflect library priorities? (This data may also be useful for comparative purposes later.) Figure C-9 provides a matrix for recording this data.

4. Circulation. Changes in the total circulation and by type of material represented changes in the way that the community is using its library. Figure C-10 presents a way of analyzing circulation where separate figures are kept for adult and juvenile materials. Some libraries may further divide circulation by type of material, subject category (e.g., Dewey class), and so forth. Measures of library performance involving circulation are discussed later in this chapter.

5. Information services. Table C-11 provides a matrix for showing trends in information service use. Many libraries count information transactions according to categories. Table C-11 suggest one possibility, directional versus reference questions. Other possibilities include classifying questions according to their source (walk-in versus phone), time (less than five minutes, five to ten minutes, and so on), or kind of information sought (directional, bibliographical, simple fact, complex fact, etc.). Whichever classification the library uses (if any) should be preserved in this table.

6. Out-of-Library services. These include any activities outside of library facilities, including programs presented to senior citizen clubs, book deposits (e.g., at hospitals or nursing homes), circulation by mail, and so on. Since these services vary substantially from library to library, no sample tables have been included. If programs outside the library such as book talks at schools are the only type of outreach services provided, and these programs are included in branch program activities, this section may be skipped. If out-of-library programs are an important library activity, tables should be developed to include the following data:

a. The number of annual outreach programs provided by the library over a five-year period.
b. The number of persons served annually by outreach programs for a five-year period, and the percent of increase.
c. The types of outreach services provided, and the number of persons, adults and juveniles, served by each program during the last reporting year.
d. Where deposit collections are provided, the type of facilities holding them and the number of

items in each, the number of persons served by the collections, and the total circulation or the average item circulation of materials at each type of holding facility (if such information is available).

7. Network activity. Most libraries are now involved in some form of network or system providing interlibrary loan of materials and other cooperative services. Libraries with branches also frequently have intrasystem lending networks which transfer materials among facilities or supply them from a central resource. Figure C-12 compares the use and success of such systems. In reporting request fill rates for borrowing materials, show them for the various levels:

a. Percent of total requests filled by intra-system among branches or from a central resource in the library.
b. Percent of requests filled by networks to which the library belongs. If there are multiple networks, or multiple levels within the network, show for each (where data are available).
c. Percent of requests which are filled from non-network or non-library sources.
d. Percent of requests which are not filled at any level.

All fill rates should be related to the total number of original requests. The percentage of borrowing requests filled by the library, plus those filled by networks and other sources, plus unfilled requests, should total 100 percent.

Complete the section on lending of materials by interlibrary loan in the same manner, showing the percentage of all of these requests which came from the various sources, as well as the number of requests received which could not be filled by the library.

8. Registered borrowers. Numbers of registered borrowers are only meaningful when they represent at least some level of current use. If a card is automatically issued to every school child, the number of people with cards is not very meaningful. Where cards are renewable periodically, however, and where possession of a card represents at least one visit to the library, some preliminary findings relating to users can be made at this point. More specific findings will be taken from the citizen survey discussed in Chapter 15.

Changes in registration over time can indicate trends in library use. For each of the five years, record the total community population, and the total number of residents registered with the library. Determine the percentage of all residents who were registered for each year. Also show the percentage of registrants in each year who were adults and juveniles. Determine the rate of increase or decrease in registrations (total and for adults and juveniles) during the last five years. (See Figure C-13).

9. Facilities. If the library maintains multiple library facilities, show the location of branches or other fixed service facilities, identifying each (by type if more than one type of facility is maintained). From the maps developed for the community profile (see Chapter 12), reproduce one showing population density for the current year, and one for population density projected for the last year of the planning period. On the current year map, show the locations of all existing library facilities. Show on the projecting map the location of continuing and projected facilities, using a separate symbol for those expected to be established during the planning period. Elmininate any current facilities that are due to be closed. What is the relation between facility location and population centers? Are additional facilities required, or should new locations be chosen for projected facilities?

Comparing Branches. Branch resources and services can be examined and compared to show differences within the system (Figures C-14 and C-15). Characteristics of service area populations (see Chapter 12) should be reviewed in relation to the services provided. Bookmobiles should also be included.

Some branch statistics may be viewed and compared as proportions of the whole. For example, if a particular branch has 10 percent of total circulation, but only 7 percent of registered borrowers, 9 percent of book stock, 4 percent of non-print materials, and 6 percent of total space, the branch is obviously functioning above the average level. What are conditions at that branch? Would added space and materials increase even further the per capita service levels? What can other branches learn from this one?

Trends in holdings, staffing, service levels, and so forth are shown in the rates of increase over a three year period. For each table, show the total number of square feet of space, staff, volumes of book stock, non-print items, registered borrowers, circulation, information services, and program attendance. Show the percent of change over the whole three year period for all items so indicated, for the total library. This average rate of increase can be used as the baseline for determining above and below percentages of increase where appropriate. Negative numbers (e.g., -3%) should be used to show decreases.

1. Materials turnover. The materials turnover rate is the average annual circulation per volume held. Where circulation statistics provide separate data for print and non-print materials, these can be separated and turnover rates for each calculated. Figure C-16 provides a format for comparing branch turnover rates.

2. Relation to clientele. Resources and services of a branch may also be related to population and registered borrowers in the service area of the branch, as shown in Table C-17. This makes it possible to

compare branches of unequal size serving different communities. If the population of the service area is not known, only the columns relating to registered borrowers are used.

The match of collections to registrants can be examined where registration and collection figures are reported separately for adults and juveniles. Figure C-18 compares the percentages of bookstock and non-print materials in branch collections which are adult and juvenile, and shows the number of print and non-print materials held in the collection per registrant.

3. Staff productivity. Gross measures of staff productivity in terms of circulation and readers' services can be calculated for branch comparisons. Staff productivity in terms of circulation is calculated by dividing the total number of circulation transactions for the year by the total number of staff (in full time equivalents) employed in the branch. Productivity in readers' services is calculated by dividing the total number of information transactions by the number of professional employees in the branch. If paraprofessionals are employed at the information desk they should also be included in this number. Figure C-19 provides a sample table shell. These measures give rough comparisons of how busy the staff are at various facilities. However, not all staff activities are included in these gross approximations.

Comparisons with Other Libraries and State Library Standards. Many states publish quantitative library standards or guidelines which in some cases must be met in order to receive state funds. Where such standards are available, a library may wish to calculate the extent to which they are met or exceeded. The most common state standards are for the number of staff of various levels employed and amounts of materials based on the population served. If your state standards are expressed in that manner, first calculate the absolute numbers of those items which state standards require for your library, using the population for the appropriate year to determine requirements.

Comparisons of recommended and actual staff by level, and of recommended and actual collection levels, for the appropriate year are illustrated in Figures C-20 and C-21. Trends in meeting staff and collection standards can also be shown, as illustrated in Figures C-22 and C-23. Additional tables for other state standards may be developed using these two formats.

The comparative evaluation of one library with others depends upon the availability of comparable data. Most states publish some statistics for their public libraries. Where such statistics are available, the data coordinator should choose a number of libraries or systems which have environments similar to that of his or hers, or which have comparable sizes of population, and compare those resources and services for which data are available.

If all libraries of approximately the same size within the state are to be compared, use census data to determine urban/rural populations, levels of education, per capita income, and median age of population, because library use varies with these population characteristics. In general, a lower median age and higher level of education usually correlate with a higher level of library use. High proportions of urban population may also correlate with improved access to facilities. Figure C-24 shows the demographic comparisons which should be made to interpret comparisons in library resources and services. Data should be shown for the latest year for which such information is available for all of the jurisdictions included. This may require use of information from the latest census year.

To make data comparisons, one should put all total input and output figures on a per capita basis, for the last year for which data on the other libraries is available. Elements most likely to be available for comparison include (see Figures C-24 to C-28):

1. Per capital library income and sources. State library statistical reports usually show the population on which per capita figures are based. Use the latest reporting year for comparisons and note the population shown for your own community. It may differ from that you reported for the year in tables developed under Chapter 12, if different sources were used. To keep figures comparable, use those developed by the state library organization, noting that they differ from statistics compiled in other tables because of the different population base used. Cite the source of state agency population data. (Figure C-25.)
2. Ratio of staff to population. (Figure C-25.)
3. Percentage of staff which is professional. (Figure C-26.)
4. Staff productivity. Calculated by dividing total circulation by total staff, excluding maintenance personnel. (Figure C-26.)
5. Per capita circulation. (Table C-27.)
6. Materials turnover rates. (Calculated by dividing total circulation by total items in the collection.) (Figure C-27).

For larger libraries, the periodic publication of selected statistics for large urban and suburban public libraries in the Bowker Annual of Library and Book Trade Information[2] permits some comparisons with libraries nationwide. If your library is included in that list, comparisons are readily available in the four categories for which performance is ranked (see Figure 14):

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[2] Joseph Green, "Urban-Suburban Library Statistics," in The Bowker Annual of Library and Book Trade Information (New York: R.R. Bowker Co).

1. Per capital support
2. Per capital library material expenditures
3. Per capita circulation
4. Workload per staff member (total circulation divided by total staff).

For libraries not included in the list, per capita levels in your library may be compared with rankings of libraries reporting and a position established by simply determining where the library would have been ranked had it appeared in the Bowker Annual list. For example: your library has a per capita support level of $7.34 for the reporting year. The library at rank 15 in the tables shows a per capita support level of $7.49 while the library at rank 16 reports $7.31. The position for your library in comparison with the libraries reporting would be 15/16 (i.e., between 15 and 16, see Figure 15).

Another method of comparison would be to examine your per capita levels against those of one or more systems within your state which are included in the Bowker Annual's urban and suburban rankings.

It is suggested that libraries with less than 200-300,000 population do not use nationwide comparisons based on this listing of large urban/suburban systems.

PERFORMANCE MEASURES

Many of the data required for making plans and for monitoring progress in a goal-oriented planning process can be considered measures of performance. Performance measures focus on indicators of library effectiveness and output rather than input alone, and are closely related to the impact of the library on the community.

Performance measures are but one set of a number of possible-measures which are useful to describe and evaluate library services. Following the suggestions of Suchman[3] on categories of evaluation criteria, measurements may be thought of in the following terms:

1. Effort - measures which assess input in terms of quantity and quality of input activities.
2. Performance - measures of the results of effort rather than the effort itself.
3. Adequacy of performance - measures of the degree to which an effective performance is adequate to the total need.
4. Efficiency - measures of the ratio between effort and performance.
5. Process - measures which refer to how and why a service or program works or does not work.

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3. Edward A. Suchman, Evaluation Research (New York: Russell Sage Foundation, 1967).

Measure	1974 Amount	Rank	1977 Amount	Rank
Total per capita support	$ 6.80	21	$ 8.88	9
Per capita library materials support	$ 0.64	35	$ 0.90	19
Per capita circulation	2.6	33	2.9	19
Workload per staff member	7,836	36	7,124	27

Figure 14. INPUT AND OUTPUT COMPARISONS WITH LIBRARIES NATIONWIDE

	1974			1977		
	Position			Position		
Measure	Amount	Rank	Amount	Amount	Rank	Amount
Total per capita support	$ 7.34	15/16	$7.49/7.31	$ 9.23	7/8	$10.43/9.06
Per capita library materials support	$ 1.07	15/16	$1.08/1.05	$ 1.07	12/13	$1.16/1.04
Per capita circulation	4.5	19/20	4.6/4.4	5.7	7/8	5.8/5.5
Workload per staff member	9,249	28/29	9,261/9,224	9,201	21/22	9,260/9,142

Figure 15. INPUT AND OUTPUT COMPARISONS WITH LIBRARIES NATIONWIDE FOR LIBRARY NOT INCLUDED IN REPORTS

Libraries have traditionally concentrated upon measures of effort or inputs. Most of the library standards published in the past have been concerned with appropriate levels of inputs for "good" library service. The last decade has seen a growing interest in identifying measures of library performance. These have included measures of output and indicators of library effectiveness, which correspond to items 2 and 3 above. The measures discussed in this chapter will focus on library output and effectiveness.

Measurements of performance provide an important source of data for measuring progress against library goals and objectives. They will not, however, cover all objectives since some of these may require other kinds of measures, e.g., input and efficiency. For example, progress towards a goal of increased cataloging through-put might be measured by an efficiency measure rather than a performance measure. Technical services are included only indirectly in our performance measures, in terms of the contribution of the library catalog to materials availability.

A number of sources have contributed to the set of measures of performance discussed in this manual. Among them are Performance Measures for Public Libraries[4] and its related A Data Gathering and Instructional Manual for Performance Measures in Public Libraries[5] both of which describe the measures developed and tested by DeProspo, Altman, and others. These measures are being used in growing numbers of public libraries. Several publications of Paul Kantor are also useful.

In selecting among the measures suggested in the literature, we applied a number of criteria designed to elicit a small but comprehensive set of basic measures which could be readily used by public libraries. We were interested in flexible measures, which could be adapted to a particular library's goals and objectives, if necessary, and which would also be appropriate to almost any library. An attempt was made to cover all major areas of library activity. Methodologies were also required to be fairly simple, often with data for several measures resulting from the application of one methodology. Care was also taken that methods could be adapted both for one-time use and periodic monitoring. Tested measures were chosen in preference to untested, even if the latter were sometimes more sophisticated and/or precise.

Using these criteria, a set of general measures of performance were selected for inclusion in this manual. These are listed in Figure 16, and the method of data collection is indicated for each. The rest of this chapter discusses each measure individually, indicating submeasures,

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[4] Ernest R. DeProspo, Ellen Altman, and Kenneth E. Beasley, Performance Measures for Public Libraries, (Chicago: American Library Association, 1973).

[5] Ellen Altman, Ernest R. DeProspo, Philip M. Clark, and Ellen Connor Clark, A Data Gathering and Instruction Manual for Performance Measures in Public Libraries (Chicago: Celadon Press, 1976).

	Patron Observation	Staff Tallies	User Survey	Citizen Survey	Staff Survey
Overall citizen satisfaction				X	
Perceptions of non-users				X	
Registrations/ users				X	
Service area penetration				X	
User satisfaction			X		
User service hours	X				
Use of facilities and materials	X				
In-library circulation	X				
Circulation outside library		X			
Availability of materials			X		
Time delays in obtaining materials		X			
Reference service use		X			
Attractiveness, accessibility of facility			X		
Staff availability	X				
Staff attitudes					X

Figure 16. BASIC PERFORMANCE MEASURES AND DATA COLLECTION METHODS

objectives related to the measures, methodologies, timing considerations, and types of analysis to be performed. Methods required to collect data for some of the measures are described next.

Measures of performance can be categorized in a number of ways, such as by the services and library resources involved, the type of variable measured, or the population groups considered. General areas of library resources covered by the measures we have selected are collection, staffing, and facilities, with each related to various library services. Such measures may be objective, reflecting counts of activities, or subjective, reflecting attitudes or perceptions of the community toward the library. Both are included in the set we present here. Similarly, our measures address different groups within the population -- primarily users and non-users.

The reader will notice some overlap among the three major sources of information for the evaluation of library performance: currently-collected statistics, performance measure and the surveys. Many of the statistics that libraries collect are used in constructing the performance measures, and the attitudes toward the library and some of the factual information collected on the surveys reappear as performance measures. All of these sources are interwoven into the fabric of the committee's evaluation of the library. The emphasis is on using all these sources in combination to provide the greatest possible information about the library with the least effort.

Measures

Overall Citizen Satisfaction. A general, but basic, performance measure is overall citizen satisfaction with the library. While this measure does not point where improvement is needed, it does provide an indicator against which any improvement can be tested. It also provides a measure which can be compared with similar measures for any public service. Thus citizen satisfaction should be monitored on some regular basis by every library.

An indirect indicator of overall citizen satisfaction is use, since use of the library is voluntary and presumably indicates at least a minimum satisfaction with the services offered. Use data obtained in the library, however, do not really show how much of the total population uses the library, nor do they indicate the attitudes of citizens towards the library. Because the library is supported by the entire population, not just users, the collection of information on overall citizen satisfaction is essential.

Overall citizen satisfaction can only be derived from the general citizenry; so related questions are included in the citizen survey discussed in Chapter 15. When these data are collected, they should be reported for both the overall population and for library users and non-users. Satisfaction levels of particular target populations may also be contrasted with those of the general population.

An alternative way of looking at citizen satisfaction is to monitor the level of dissatisfaction, either in general, or with specific services and products. This is a different approach, because some people will always be neutral, indicating that by their response or, perhaps, by not responding to the question at all. Steps should then be taken to identify the reasons for dissatisfaction.

Experience has shown that citizens express a high degree of satisfaction with public libraries. The same surveys have shown among citizens a very low awareness of library services and programs other than the provision of books. For the most part, citizens have low expectations of libraries and are easily satisfied. This is important to remember in interpreting overall citizen satisfaction.

Perceptions of Non-Users. If the library hopes to reduce the number of non-users in a given community, information on non-users must be collected initially and also on some regular basis.

Questions on the attitudes and perceptions of non-users and their demographic characteristics are included in the citizen survey described in Chapter 15. The citizen survey is the only systematic way of reaching non-users. A key question asks the respondent why he or she does not use the library (lack of time, inconvenient location, inconvenient hours, not a reader, don't need it, no reason, etc.), and allows him or her to identify problem areas in which changes might be effected. For example, if a number of non-users indicate that hours are inconvenient, the library's schedule should be re-evaluated. Other responses, such as "I'm not a reader," will require further exploration of problems, information needs, and demographics to determine how the library could respond to that group of non-users. Some people will remain non-users permanently, of course, but the purpose of this analysis is to identify those individuals who can be converted to users.

If the citizen survey is repeated periodically, perceptions of non-users should be obtained each time and changes from survey to survey monitored. An alternate way to follow up on non-users is to ask, as people leave the library, how many visits the individual has made to the library in the last year or whether she or he has ever been to the library before. Eliminating newcomers to the community, this provides a rough indication of the number of new users, but very few of these can be expected to be encountered in the short sample time of an exit interview survey. A second alternative is to measure increases in the user population indirectly, through registration or through increases in user service hours (defined below) or number of library uses. If the proportion of non-users is of real interest, however, repetition of the citizen survey is almost essential.

In considering library users and non-users, a decision must be made about how the library will define these groups. One common method is to identify users as people who have visited the library (or possibly used its services via telephone or other means) at least once within the last year. The remainder of the population is then classified as non-users.

Registrations. Not all library users are registered within the library, and not all registrants actually use the library. Nonetheless, number of registered patrons is a good indicator of the number of people who use the library, and in most cases an increase in one will correspond to an increase in the other. Since number of registrants is easier to monitor than number of users, it is a good candidate for a basic performance measure.

Library registration systems vary, and certainly all contain some number of duplicates, individuals who have moved out of the community, and other invalid registrations. The relationship between number of registrations on file and number of registered individuals in the community will thus be different for each community and will need to be determined once. Thereafter, barring major changes in the registration system, a constant conversion factor can be used.

Initial data on number of registrants in the community can be obtained from the citizen survey by asking whether the respondent has a current library card. When the total number of registrants has been estimated, this should be compared with the size of the registrant file. Thereafter, counting the registrant file (or number of registrations made) can be followed up by a simple conversion to number of registered borrowers. In the initial citizen survey, the relationship between registrants and users can also be explored and the number of user/non-registrants and non-users/registrants identified.

Service Area Penetration. An important measure of a library's impact in its community is the proportion of the citizens who use the library. The citizen survey can measure the proportion of the total citizenry who have visited or telephoned the public library during the last year. High penetration levels of 66 percent, based on visits only, and 73 percent when telephone contacts are also included, have been found in surveys.

User Satisfaction. Another general measure of library performance is user satisfaction. Every library is interested in its patrons' perceptions of library service, and some libraries may choose goals and objectives which relate to increased services to, or satisfaction among present users. User satisfaction can also serve, with other measures of overall citizen satisfaction, as a basic performance measurement.

The most direct way to obtain data on user satisfaction is on the user survey. To determine the level of satisfaction, the user can be given a scale, ranging from high satisfaction to low, and a list of items to rank on this scale. Items on the list might include various categories of materials and services, such as the fiction collection, the non-fiction collection, magazine collection, record collection, children's programs, and adult programs, or general categories such as materials, services, and facilities. The choice of items for the list will depend on the library's purpose in measuring user satisfaction.

The user survey is discussed in Chapter 17. One way of analyzing user satisfaction data is by demographic characteristics and/or level of use. Analysis by level of use answers the question of how perceptions of library services differ between infrequent and frequent library users. In order to obtain these data, the user survey must include a question on level of use.

In the user survey, more respondents will be frequent users than infrequent users, since the frequent users are more likely to be in the library when the questionnaire is administered. To obtain the numbers of frequent users, infrequent users, and non-users, a question on amount of use should be included on the citizen survey. Data from the citizens survey and the user survey can then be combined to indicate numbers of frequent users, infrequent users, and non-users, and the general satisfaction of the first two groups with the library.

The measures described up to this point have focussed on the number of people who use (and do not use) the library, and their satisfaction with the library. These measures do not, however, tell the library very much about the types of uses made, the amount of each, or its success. Measures designed to reflect these things are described in the next sections.

User Service Hours. User service hours is a measure of the total number of hours patrons spend in the library. It is a variation of the concept of "exposure hours" developed by Hamburg and others,[6] which sums up all of the hours of people's exposure to library documents, whether in or out of the library. User service hours, however, measure time in the library, whether or not it involves document exposure. Since most library services involve physical use of library facilities, user service hours is a good overall measure of library use that goes beyond simple usage counts. Increasing the number of user service hours might well be one objective of a library.

User service hours can be measured in either of two ways. The first way is to measure the average length of a library visit and to multiply that by the total number of people entering the library. The length of visits can be measured by asking a sample of users how long they have been in the library, or by giving them cards marked with their arrival time and collecting them when they leave, noting the departure time. The second method is to walk through the library periodically and count the number of people in the library. The library can project from a sample of hours the number of people using the library each hour, on the average, and multiply that by the number of hours that the library is open.

Because the second, walk-through method can provide information not only on the number of people in the library, but also the types of use in which they are engaged, it is preferred. This method, patron observation, is discussed in greater detail later in this chapter.

Use of Facilities and Materials. Patron observation can also provide information on the use of library facilities and materials, that is, what people do in the library. This provides a means of breaking down the total user service hours by various types of use.

Types of use of interest might include reading magazines, using the catalog, using tables, consulting staff, and reading non-library materials. The list of activities can be more general, including fewer categories, or more specific, depending on the areas of interest.

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[6] Morris Hamburg, et al., Library Planning and Decision-Making Systems (Cambridge: The MIT Press, 1974).

The only restriction is that an observer be able to identify the activity.

The method used to determine data on use of facilities and materials is patron observation, the same method as is used to identify user service hours. Basically, an observer walks through the entire library at regular intervals within a sample period, and records the number of people involved in each activity. The number of sample periods required is not high, and the observation need not be done by a staff member but may be done by a volunteer, a Friend of the Library, or the like.

The data obtained on such a walk-through will indicate the total user service hours in the library, user service hours by day and time of day, and the relative level of various activities, also by day and time of day. These data will have implications for number and type of staff assigned to help the public and emphasis to be placed on various library services. Over time, the measures will also provide an indication of the library's progress toward such goals as increasing library service hours, increasing hours of program attendance, or perhaps changing the relative levels of some categories of activity.

In-Library Circulation. There are two major types of library materials use -- that which occurs in the library, without the material being checked out, and circulation outside the library. Both should be included in the level of materials use. This section addresses in-library circulation, while the next describes methods of counting circulation outside the library.

A common technique for measuring in-library materials usage is to instruct patrons not to reshelve the materials which they use, and perhaps to place them in a special place. Then, at intervals, these materials are counted. A simpler and less disruptive method, which can be combined with the suggested patron observations, is to observe patrons as they actually use materials (on a sample basis) and record the number of library items they are using. While this may sound difficult, in practice it is generally not.

Materials use in the library, should also be analyzed by time of day and by day of the week. In-library use should also be compared to numbers of items checked out and the two summed to determine total materials use.

Circulation Outside the Library. The most common measure of public library use is volume of circulation outside the library. While it is by no means the only possible measure, circulation does reflect a major activity. In addition to straight counts, libraries can also break down circulation data by type of material and type of patron, thus obtaining information for collection development and other decisions.

A library's method of analyzing circulation data depends primarily on the kind of circulation system used. With a sophisticated on-line system, including both bibliographic and patron files, a wide variety of analyses can be carried out on a regular or on-demand basis. Where the entire catalog is in machine-readable form, this could also include comparison of materials that circulate with those that do not.

Most public libraries, however, have microfilm or batch-process circulation systems, or a combination of the two. While such systems can count the total volume of circulation, they cannot readily provide breakdowns of the total. The most reasonable data collection method in these cases is staff tallies during a limited number of sample days. The tallies are performed at each circulation station, by the personnel charging out materials.

The most basic tallies distinguish between adult and juvenile materials and among simple categories of materials such as fiction, non-fiction, and audio-visual. If information is desired about some other category of materials -- say, paperbacks or new books -- this could also be incorporated in the tally sheet.

The circulation data can be collected on a tally sheet indicating location of the circulation station and time of each transaction, and analyses performed on patron use of library materials and facilities.

Circulation data may be presented in a number of different ways, depending on the purpose to be served by the statistic. Among the options are circulation per borrower, circulation per hour or day (both directly from the tally sheet), annual circulation per capita, annual circulation per registered borrower, and annual circulation per title (or volume) held. All of these are easily calculated.

Availability of Materials. None of the measures of performance discussed so far have evaluated the appropriateness of the collection, certainly important to the library's response to the community it serves. Nor have they addressed the ability of a patron to obtain needed materials, whether or not they are owned by the library. There are several alternative approaches to obtaining these sorts of data. Because each public library is different, we have chosen not to select collection measures which depend on some standard list, or even on the library's own shelflist, since even that may not reflect the needs of the patrons. Instead, we feel that collection measures should depend on the real demands made on the collection by its users.

Availability analysis determines the probability of a library patron obtaining a specific title or information on a specific subject. This kind of analysis only applies to those patrons who are at the library for specific material needs. Those who are browsing are not included. The analysis technique also seeks to identify the reasons why the material was not available for the unsuccessful cases, and the followup actions taken by the patron. Availability analysis may be represented as a branching diagram like Figure 17.

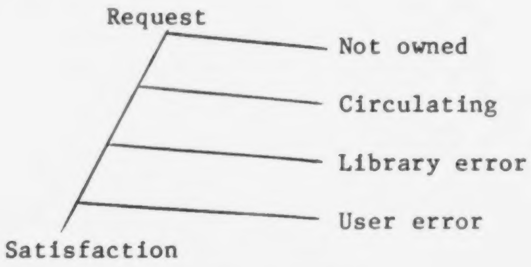

Figure 17. AVAILABILITY ANALYSIS

The diagram indicates the ordinary course of a request for a specific title in which the user first checks the card catalog. Dissatisfaction could occur if the material has not been acquired and so is not in the catalog. If it is in the catalog, the user will proceed to the shelf. (Some users will go directly to the shelves without consulting the catalog.) Sources of failure here include the book being in circulation, library error (misshelving, lost book, etc.), or user error (incorrect recording of call number, looking on wrong shelf, etc.). If none of these occur, the patron will obtain the title sought.

Availablity analysis can be performed by asking users a series of questions as they exit or by providing in-coming users with a form to be completed as they look for materials. Kantor's articles[7] on availability analysis are useful to the library performing its own analysis.

A word of caution about the literature on availability studies is necessary. The authors tend to confuse lack of success with patron dissatisfaction. For public libraries with a high percentage of recreational reading use, readers are very willing to substitute books. In surveys most users say they were satisfied on their trip to the library even in cases where they were not able to obtain a desired title. They may have come to the library looking for a specific title, but found another which satisfied them completely. Consequently, for a single trip and a specific title request, it is quite possible to have an unsuccessful search, but a satisfied patron.

Time Delays in Obtaining Materials. Time delays in obtaining materials may result from a variety of problems, primarily in availability, the reserve process, or interlibrary loan. Other time delays, such as when a patron does not find a book on the shelf and continues to check for it on each library visit, cannot really be identified. Time delays should be monitored primarily where there is a high level of patron dissatisfaction with the time required to obtain materials, or when delays are given as a reason for non-use.

Generally, reserve and interlibrary loan systems are set up so that time delays can readily be monitored. The precise method of data collection will depend on the way in which the records for these systems are maintained. A sample period should be chosen and all transactions within that period analyzed. Methodology is further discussed later under Staff Tallies.

For reserves, all requests made during the sample period should be traced to determine their status at time of request, final outcome (book in collection and returned, book purchased, and so on); and the time between submission of the request and patron notification of material availability. When there are multiple reserves on a particular book, the number of requests preceding the one just submitted should be noted. Analysis of these data will have implications for collection development and for the length of the circulation period for books with reserves waiting.

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[7] Paul B. Kantor, "Availability Analysis," Journal of the American Society for Information Science 27, no. 5/6 (Sept.-Oct. 1976):311-19.

T. Saracevic; W.M. Shaw, Jr.; and Paul B. Kantor, "Causes and Dynamics of User Frustration in an Academic Library," College and Research Libraries 38, no. 1 (Jan. 1977): 7-18.

For interlibrary loans, including intrasystem loans, again all requests made during the sample period should be monitored. Factors to be analyzed are final success rate and time delay from request to patron notification.

Reference Service. While information services are difficult to measure in an exact and valid manner, some evaluation of this important service is essential. It will have implications for staffing patterns and training, for collection development, and for the design of information services generally.

Most information on reference services can only be collected by the reference staff themselves. An exception to this is general satisfaction with reference services or with the response made to a specific request, which can be obtained in a user survey.

Staff tallies of information contacts can be made on a sample basis, preferably at the same time as the observation of patrons to determine use of facilities and materials is carried out. Sampling time should be kept to a minimum, since valuable staff time is required for recording the required data. For each sample period selected, however, all information service personnel should complete a data form.

Information contacts are defined by the Reference Statistics Committee of the American Library Association as follows:

> INFORMATION CONTACT: An information contact is an encounter in person, by telephone, mail, or other means, between a member of the reference/information staff and a user, in which information is sought or provided.
>
> 1. Directional Transaction: A directional transaction is an information contact which facilitates the use of the library in which the contact occurs, and its environs, and which may involve the use of sources describing that library, such as schedules, floor plans, handbooks, and policy statements. Examples of directional transactions are: (1) directions for locating facilities such as restrooms, carrels, and telephones; (2) directions for locating library staff and users; (3) directions for locating materials for which the user has a call number; (4) supplying materials such as paper and pencils; and (5) assisting users with the operation of machines.
> 2. Reference Transaction: A reference transaction is an information contact which involves the use, recommendation, interpretation, or instruction in

> the use of one or more information sources, or knowledge of such sources, by a member of the reference/information staff. Information sources include: (1) print and nonprint materials; (2) machine-readable data bases (including computer-assisted instruction); (3) library bibliographic records, excluding circulation records; (4) other libraries and institutions; and (5) persons both inside and outside the library. A question answered through utilization of information gained from previous consultation of such sources is considered a reference transaction even if the source is not consulted.

With these data, it might also be helpful to know how users perceive the librarians' responses to their reference requests. The way to determine this is to ask, in the exit interview, whether or not the patron asked any reference questions, and, if so, whether the response received was completely, partially, or not at all satisfactory. These results should be compared with data from the reference tally forms indicating how many questions were answered, referred, and so on.

The data on reference services can be analyzed in a number of ways. Information on the sources of questions (telephone, walk-in to one desk or another, etc.) has implications for staffing and the physical placement of reference facilities. Also, if a great proportion of requests are made over the phone, some means might be considered for obtaining these patrons' perceptions of whether or not their questions were answered satisfactorily. Types of questions asked and sources used also have implications for collection development.

Attractiveness and Accessibility of Library Facilities. Measures of user (and non-user) perceptions of the attractiveness and accessibility of the library facility may deal with distance of the library from an individual's home or place of work, availability of transportation, travel time to the library, suitability of hours of operation, impressions of user comfort in the library, and the like. These are reasonably straight-forward.

For the most part, such information will be obtained on the User Survey. Specific questions asked can be tailored to the individual situation, especially to problems that are thought to exist and/or changes that are under consideration. A basic set of questions might include the following:

> Did you come to the library directly from home? school? shopping? work? somewhere else?
> Would you say that you have convenient access to the library? If no, why not?
> Is this the branch you usually use? If so, why?
> Do you use other libraries?

> How would you rate the library in the following areas: hours of operation? days of operation? comfort and cleanliness?

Another concern might be whether people are not using the library because of poor accessibility, hours of operation, physical facilities, and the like. These questions can be included in the citizen survey discussed in Chapter 15. One such question could be:

> Which of the following factors discourage you from using the library? (Check all that apply)
>
> the hours of operation
> inconvenience of getting to the library
> lack of parking
> noise in the library
> etc.

This question could also include other factors influencing people's use of the library, such a materials, services, general level of interest, and so on.

Staff Availability. An important library service is patron assistance. This includes both formal reference services and other types of contact with users, such as at the circulation desk. The availability of staff to users is a measure of the library resources, like size and scope of the collection. In any resource measure, either collection or staff, at least two specific submeasures must be considered: availability and actual utilization of the resource by users.

Altman et al.[8] consider staff availability at any particular time in three stages: number of staff members assigned to each public service area, number of staff members available (on the floor), and number of staff serving patrons. They use these, in turn, to calculate administrative utilization (percent of assigned staff who are available), patron utilization (percent of available staff who are assisting a patron), and probability of immediate assistance (percent of available staff who are not assisting a patron).

To obtain data on all three of these measures, it is necessary to determine the number of people assigned to each department at specified hours and then to monitor availability and assistance patterns. These steps can be performed separately, or incorporated into the collection of data on facilities and materials usage.

The data on staff availability obtained by observation can be used to monitor the appropriateness of staffing patterns at various periods during the week. This is considerably more precise than simply comparing numbers of users and staff, since it allows comparison of people actually utilizing the public service personnel with the personnel actually available in particular areas of the library. One reason to monitor staff availability might be patron dissatisfaction with the existing level of reference and general public services.

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[8] Altman, DeProspo, P.M. Clark, and E.C. Clark, A Data Gathering and Instruction Manual.

As patron utilization figures increase, the probability of immediate service is lowered. The tradeoff is based on such factors as the amount of staff time required to maintain the desired level of service and the priority placed on public service. Just as different levels of staff availability may be considered appropriate by different libraries, an individual library may prefer different levels at different times.

Staff Attitudes. As the providers of library services, staff members are usually well aware of the strengths, weaknesses, and problems of the library system. Their attitudes substantially affect the implementation of any library policy. Their experience in dealing with the library public provides insight into user needs and patterns of use.

For all of these reasons, a staff survey has been recommended earlier (Chapter 4) as part of the initial data collection effort. As the planning cycle is repeated, staff surveys should continue. Another reason for conducting a staff survey is to measure progress toward objectives which involve the staff directly -- for example, an objective to improve staff/supervisory/ administration communications or improve staff training. In these cases, specific questions can be incorporated in the staff survey to elicit either actual data on progress towards objectives or the staff's perceptions of progress.

In repeating the staff survey, the focus will probably be on perceptions of the library and on job satisfaction. Only if the composition of the staff changes significantly do questions on respondent characteristics and general perceptions of libraries need to be repeated. As required, progress toward specific objectives should be addressed when the staff is either the direct beneficiary of the activity (as with staff training) or in a unique position to observe user response to a system improvement or change.

Data Collection Methods

Patron Observation.[9] The purpose of patron observation is to determine the amount and types of patron use of library facilities and materials, including the use of library materials in the library, and to measure public service staff availability.

Patron observation takes place during a sample week, and sample hours within that week. During each sample period, a library staff member or volunteer walks through the library, recording data on patrons activities on a tally form. At the end of the sample week, the data are combined and analyzed. (The library may prefer to use a two-week period with less intensive data collection.)

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[9] This method is based primarily on the work of Paul Kantor.

1. Selection of Sample Days. Sample selection begins with the choice of a week in which the library is open its usual hours and when the volume of traffic is expected to be normal. After the week is selected, the next step is to select sample periods within the week. It is not necessary to observe the library at every instant in order to have a fairly accurate picture of what is going on. In particular, data can be collected during a scientifically designed sample of 20-30 hours to yield a picture of the total week's operations (which may involve a hundred or more hours during which the library is open to the public). These extrapolated pictures are accurate to within about 5 to 10 percent. The sampling method involves taking two morning periods (of three hours each), two afternoons, two evenings, and three periods from the weekend. (A total of (2 + 2 + 2 + 3) x 3 hours each = 27 hours of actual observations.)

The samping method is illustrated by the following two examples:

Library A. Hours of service (That is, open to the public.)

M W F	9 a.m. to 10:00 p.m.	(13 x 3 = 39 hours)
T Th	8 a.m. to 5:00 p.m.	(9 x 2 = 18 hours)
Sat	10 a.m. to 5:00 p.m.	(7 hours)
Sun	1 p.m. to 6:00 p.m.	(5 hours)
	Total hours open	69 hours

Library B. Hours of service

M - F	9 a.m. to 5:00 p.m.	(8 x 5 = 40 hours)
Sat	9 a.m. to 9:00 p.m.	(12 hours)
Sun	closed	
	Total hours open	52 hours

These facts are represented on a schedule card as shown in Figure 18. Because mornings tend to be similar to each other (as do afternoons, and evenings) the schedule of Library A is seen as: 17 weekday morning hours, 25 weekday afternoon hours, and so on. Similarly, Library B is open for 15 weekday morning hours, 25 weekday afternoon hours and 12 Saturday hours.

Figure 18 shows the sampling periods. These have been chosen so that there are two mornings, two afternoons, two evenings, and one sampling period each on Saturday and Sunday. Other than that, they are selected at random. (It is, however, a good idea to avoid having three sampling periods on one day. For example, one day of unusual weather could bias the overall results of the study. As a practial matter, three sessions on the same day may also present staffing problems.)

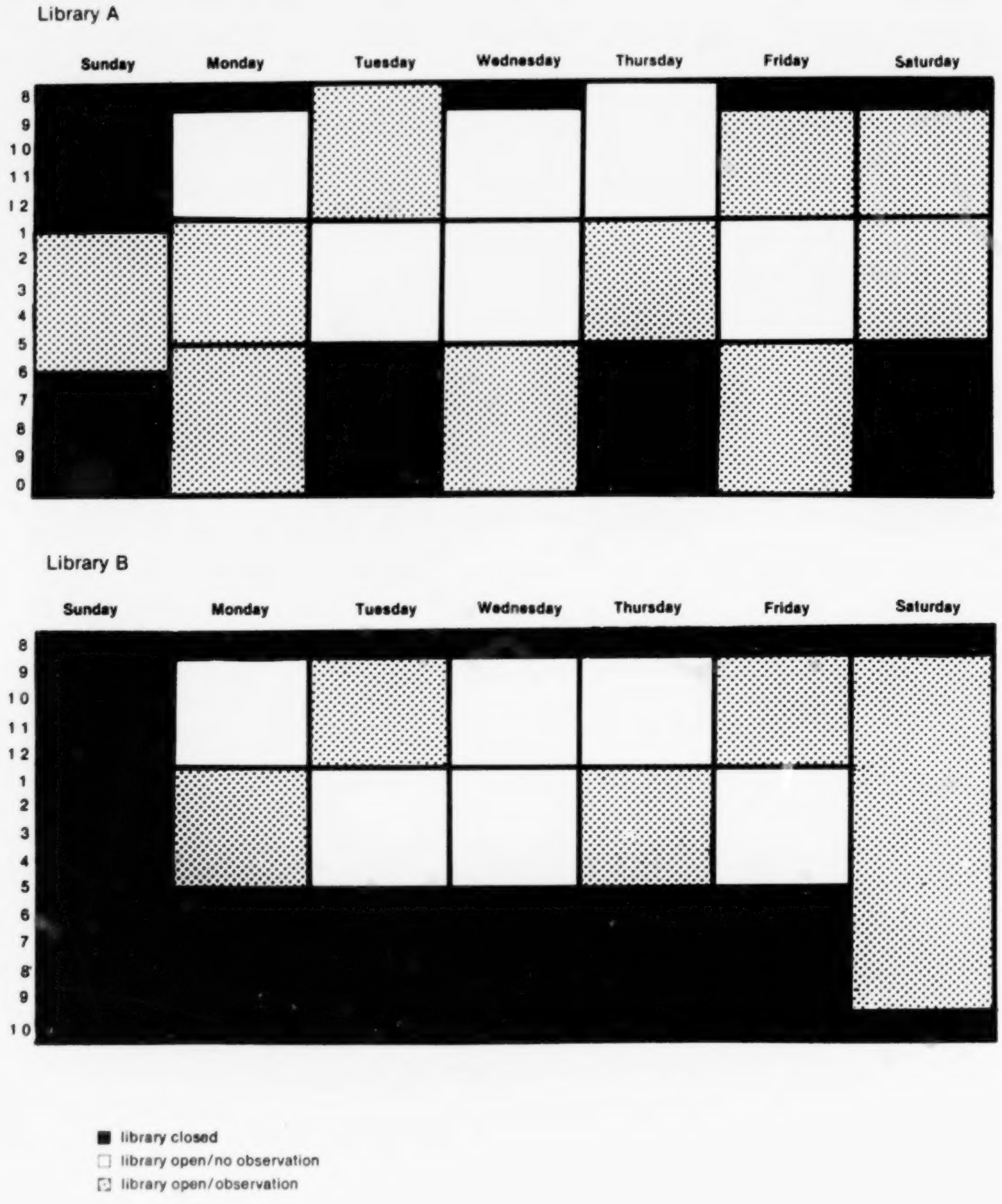

Figure 18: SCHEDULE FOR PATRON OBSERVATION

Thus, at Library A, data will be collected only during the following periods:

Sunday	2-5	
Monday	1-4 and 6-9	
Tuesday	9-12	
Wednesday	6-9	
Thursday	1-4	
Friday	9-12	
Saturday*	12-3	Total: 8 x 3 = 24 hours

(*Because the library is open less than 8 hours on Saturday one sampling period is sufficient.)

Similarly, at Library B data will be collected in the time periods: Monday 1-4, Tuesday 9-12, Thursday 1-4, Friday 9-12 and Saturday 11-2 and 4-7. This is a total of 6 x 3 = 18 hours.

Note that in each case the data collection spans slightly more than one-third of the total hours during which the library is open to the public.

2. Data Collection. During the sample periods, at 20 minute intervals (e.g., 2:00 p.m., 2:20, 2:40, 3:00, 3:20, 3:40, 4:00, 4:20, 4:40, 5:00) an observer walks through the library carrying a clipboard and tally sheet. The same route should be followed in each trip through the library and all public service areas should be covered. Observations are recorded on a tally sheet similar to that shown in Figure 19.

Other aspects of patron activity can be included on the form. The form could also be modified to include data on patrons entering and leaving the library, which can be used to determine numbers of visits to the library and average length of visit.

3. Analysis. One objective of the analyses is to determine total user service hours. We are also interested in determining user service hours by type of activity, volume of in-library circulation, and availability of the reference staff.

The total user service hours rendered by the library is the product of the average number of patrons in the library and the number of hours that the library is open to the public.

$$\begin{array}{c} \text{Total} \\ \text{user service} \\ \text{hours} \end{array} = \begin{array}{c} \text{Average number} \\ \text{of patrons} \\ \text{in library} \end{array} \times \begin{array}{c} \text{Hours library} \\ \text{is open} \\ \text{to public} \end{array}$$

For example, were each to have an average of ten patrons at a time, Library A would render 690 user service hours during a week, while Library B would render 520.

In order to estimate weekly total service hours, the data for each sample period is averaged and the results for similar time periods are combined. For example, data on total number of patrons in Library A might take the form:

Library ______________________________
Date of this sample __________________
Name of data collector ________________________________

Sample Time	Using Library Books, Journals, etc.	Patron Studying	Other	Total Users	Number of Library Materials in Use	PUBLIC SERVICE STAFF		
						Helping Patron	Free to Assist	Doing Other Work
2:00	7	3	7	17	10	2	1	2
2:20	5	4	9	18	8	3	2	1
2:40	6	3	7	16	14	1	0	4
3:00	8	2	7	17	10	3	1	2
3:20	5	5	5	15	11	1	1	4
3:40	7	5	7	19	9	4	1	1
4:00	6	3	7	16	13	2	2	2
4:20	6	5	6	17	8	3	0	3
4:40	6	4	8	18	9	1	0	5
5:00	5	4	9	18	7	1	2	3
TOTALS	61	38	72	171	99	21	10	27
Averages	6.1	3.8	7.2	17.1	9.9	2.1	1.0	2.7

Figure 19. DATA COLLECTION FORM FOR PATRON OBSERVATION

Time slot	# of patrons in the library	Average
Sun 2-5	17, 18, 16, 17, 15, 19, 16, 17, 18, 18	17.1
Mon 1-4	6, 7, 8, 7, 6, 8, 6, 7, 6, 8	6.9
Mon 6-9	etc.	10.5
Tues 9-12		4.2
Wed 6-9		10.7
Thurs 1-4		5.2
Fri 9-12		3.9
Sat 12-3		12.0

We must first average all the observations (or calculated values) of the number of patrons in the library for each time slot. In the example above, the averages turn out to be 4.0 users in the library mornings, 6.0 afternoons, and 10.6 evenings. We next combine the appropriate times of the day. The rest of the calculation then becomes:

Time	Average # of patrons	x	Number of hours	=	User service hours
Sun	17.1		5 hrs		85.5
a.m.	4.0		17 hrs		68.0
p.m.	6.0		25 hrs		150.0
eve	10.6		15 hrs		159.0
Sat	12.0		7 hrs		84.0
			Total for the week		546.5

Rounding off this value, we can say that Library A has provided a total of 550 user service hours to its patrons during the week. This would require 24 hours of data collection and about an hour for calculation.

To determine user hours for different types of patron activity, the same calculations are repeated for individual activity columns in the data collection form.

The form illustrated in Figure 19 identifies three principal activities found in public libraries: use (of library materials); study (of personal materials) and other (anything else.) If we are interested in a particular activity (such as browsing) there is space allotted to subdivide "other" into "browsing", "sleeping", or whatever. The last column should be reserved for all activities not specifically identified.

Analyzing the findings in the sample form results in averages of 6.1 user hours of use of library materials, 3.8 hours of studying, and 7.2 hours of other. Other data might look like the following:

Time slots	Use Average	Study Average	Other Average
Sunday 2-5	6.1	3.8	7.2
Mon 1-4	2.0	1.8	3.1
Mon 6-9	2.1	4.1	4.3
Tues 9-12	1.9	0.3	2.0
Wed 6-9	3.2	2.8	4.7
Thurs 1-4	1.9	3.1	0.2
Fri 9-12	1.1	0.4	2.4
Sat 12-3	3.6	1.2	7.2

The second part of the calculation goes from the combined values to the weekly totals.

	Avg. number of patrons				Number		Total hours of		
Time	Use	Study	Other	X	of hours	=	Use	Study	Other
Sun	6.1	3.8	7.2		5		30.5	19.0	36.0
a.m.	1.5	0.4	2.2		17		25.5	6.8	37.4
p.m.	2.0	2.4	1.6		25		50.0	60.0	40.0
eve.	2.6	3.4	4.5		15		39.0	51.0	67.5
Sat.	3.6	1.2	7.2		7		25.2	8.4	50.4
							170.2	145.2	231.3

We can summarize this by saying that the patrons at Library A spend about 170 hours per week using library materials, about 150 hours per week using their own materials in the library, and about 230 hours per week doing other things. In percentages this becomes; 31% Use, 27% Study, and 42% Other.

The column on the data sheet headed "number of library materials in use" provides data on in-library circulation of materials. Using an analysis strategy similar to that outlined for user service hours, the average number of items used during each sample period and then the total over an entire week can be calculated. In a similar manner, number of public service staff members helping a patron, free to assist, and doing other work can be identified.

Staff Tallies. Staff tallies are suggested as the appropriate methodology for performance measures of circulation, reference services, and time delays in obtaining materials. In each case, the steps to be followed are:

1. Identify data to be collected
2. Design form
3. Identify sample periods
4. Collect data
5. Analyze results

Possible data collection forms for circulation and reference are shown in Figures 20 and 21. Similar forms, with detailed instructions for their use, can be found in *A Data Gathering and Instructional Manual for Performance Measures in Public Libraries* by Ellen Altman and others.[10] The analysis of time delays depends on the method of processing reserves and ILL's in the library.

For both circulation and reference, sample periods within a day should be fairly long, probably the entire day. The number of days need not be large, and one day would be adequate for most purposes, as long as it is a day that could be considered average in terms of level and types of use of the library.

Before the sample day, all staff members who will be collecting data should be given copies of the form and instructions on its use. All persons providing reference service on the sample day should complete the reference tally, and similarly, all circulation stations should be equipped with circulation tallies.

For both forms, the primary result will be simple column totals of items circulated, types of items, reference questions asked, questions answered, and so forth. Information on types of items circulated and types of reference questions can be converted into percentages, as in "__ percent of all items circulated are adult non-fiction books."

Availability Analysis. The questions used to analyze the availability of materials for specific titles and specific subject searches are on the user survey discussed in Chapter 17.

Some libraries may prefer to conduct personal interviews with users asking only a brief series of questions on the availability of materials. Figure 22 shows a sample form for this single purpose. This one was developed by the Prince William (Va.) Public Library. Staff and volunteers can be trained to interview a sample of users as they leave the library. Interviews should be conducted during the sample periods

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[10] Altman, DeProspo, P.M. Clark, and E.C. Clark, *A Data Gathering and Instruction Manual*.

Library ______________________________

Date ______________________

Circulation Station ______________________

Hour	Items Checked Out					
	Adult			Juvenile		
	Fiction	Non-Fiction	A-V	Fiction	Non-Fiction	A-V
9 a.m.						
10 a.m.						
11 a.m.						
12 a.m.						

Figure 20. SAMPLE CIRCULATION TALLY SHEET

Library ______________________________

Date ______________________

Circulation Station ______________________

Hour	Directional Transaction			Reference Transaction		
	In-person	Mail	Phone	In-person	Mail	Phone
9 a.m.						
10 a.m.						
11 a.m.						
12 a.m.						

Figure 21. SAMPLE REFERENCE TALLY SHEET

LIBRARY/BRANCH____________________ ____________ INTERVIEW DATE

Would you please answer a few questions about your library visit today? This will help us learn whether people find what they need at this library.

1. On your library visit today did you look for: (CHECK ALL THAT APPLY.)
    _____(a) A specific title of a book, record, or magazine or works by a particular person?--adult?
    _____(b) " " " " " " " " " " " " " ?--children's?
    _____(c) Material or information on a particular subject?--adult level?
    _____(d) " " " " " " " ?--children's level?
    _____(e) Other reasons? IF ONLY THIS CATEGORY IS CHECKED SAY "thank you--this concludes the survey."

2. FOR TITLE OR AUTHOR SEARCHES, ASK

		No. adult titles	No. children's titles
a. For how many specific titles or authors did you look?	(How many adult?/children's?)	____	____
b. How many of these did you find?	(" " " ?/ " ?)	____	____

c. Please name any titles/authors that you did not find.
(USE BACK OF PAGE IF ADDITIONAL SPACE IS NEEDED).

	Level? (CK ONE)		Please Check One			Did you ask staff for help? (CHECK ONE)		Do you need it for school? (CHECK ONE)		FOR OFFICE USE ONLY
TITLES/AUTHORS NOT FOUND	Adult	Child	Not in cat?	In cat. not on shelf?	Didn't check cat. not on shelf?	Yes	No	Yes	No	
(1)										- -
(2)										- -
(3)										- -

3. FOR SUBJECT/INFORMATION SEARCHES, ASK

		Adult level	Children's level
a. For how many subject or info. areas did you look?	(How many adult?/children's?)	____	____
b. In how many did you find the materials or information you needed? (How many adult?/children's?)		____	____

c. Please name any subject areas or questions for which satisfactory materials or information were not found.
(USE BACK OF PAGE IF ADDITIONAL SPACE IS NEEDED).

	Level? (CK ONE)		Please Check One				Comments	Did you ask staff for help? (CK ONE)		Do you need it for school? (CK ONE)		
SUB/INFO. NOT FOUND	Adult	Child	Nothing in cat?	In cat. not on shelf?	Didn't check cat. not on shelf?	Found, but not useful?		Yes	No	Yes	No	
(1)												-
(2)												-
(3)												

Thank you. Do you have any further comments? (RECORD ON BACK)

Figure 22. MATERIALS AVAILABILITY SURVEY

discussed earlier under "patron observation." About 400 interviews should be completed for each branch if estimates down to an individual branch level are required. If branch collections are similar, estimates may only be needed at the system level, in which case, the user survey is recommended as the best approach.

Method For Other Performance Measures. The performance measurements suggested in this chapter cover the major library activities, but are by no means comprehensive. In the course of developing a system of data (Chapter 11), it is expected that each library will identify similar data collection needs. As these are found, new methods should be developed using the models provided here.

A first step, after the data need has been clearly defined in relation to a library objective, is to determine whether the information could be obtained by addition of a question or two to one of the surveys described in Chapters 14 through 18. If the questions are similar to those already asked, no modifications need be made to the methodology. In making these adaptations, the library should keep in mind the general principle of minimizing both staff and patron burden. This means that, given a choice between, say, patron observation and patron survey, the observation method would be chosen because it minimizes the burden on the patron. Similarly, staff tallies, which involve the public service staff, should be avoided if a less burdensome method is available. Cost also should be taken into account; for example, the relatively expensive citizen survey should be used only to obtain data which cannot be obtained elsewhere, perhaps in a user or focussed survey. These principles were used in defining the methods for the performance measures described in this manual, and should be applied to the development of any additional performance measures.

Broadly interpreted, the methodologies described should cover most needs. If significant modifications are required, or if an alternate methodology seems appropriate, the library should consult basic sources on library performance measures and evaluation, such as Lancaster,[11] and on survey research, such as Babbie.[12]

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[11] F.W. Lancaster, The Measurement and Evaluation of Library Services (Washington, D.C.: Information Resources Press, 1977).

[12] Earl R. Babbie, Survey Research Methods (Belmont, California: Wadsworth Publishing Company, 1973).

CHAPTER 14

The Staff Survey

One of the major sources of planning information is people--those who use the library, might use the library, or work there. Surveys systematically collect factual and attitudinal information about the library: what do people do and what do they think of the library? This and the next three chapters discuss the design and administration of these surveys. They cover the kinds of information that can be collected and present sample questions. Each chapter is followed by a sample survey form. The sample surveys are for guidance only; each should be adapted to the local situation. Not all the possible questions discussed in the chapters appear on the sample surveys because these surveys are samples only, and different libraries will want to include questions on different topics. Chapter 18 then treats the processing and analysis of survey results.

The information collected by a survey and the extent to which it is typical of the entire population depends on the questions that are asked, the way they are phrased, and the way in which a sample of the eligible population is chosen to be surveyed. This manual is not intended to be a handbook of survey research methods. For that, the reader is encouraged to consult one of the standard publications on the how-to of survey research, such as Babbie.[1] This and the following chapters provide the basic information needed to perform relatively simple yet reliable surveys for library planning.

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[1] Earl R. Babbie, Survey Research Methods (Belmont, CA: Wadsworth Publishing Co., Inc., 1973).

Findings from the staff survey are important to the planning activity, and because of its relative ease this survey should be part of any data collection effort. Staff members are usually well aware of the strengths, weaknesses, and problems of the library in the delivery of services. Their attitudes have substantial impact on the implementation of any library policy. Finally, their experience in dealing with the public provides insight into user needs and patterns of use.

METHOD

The staff survey can be based on a printed questionnaire mailed to a sample of all levels of staff. Responses should not identify the staff member, and only the person who draws the sample (usually the data coordinator) should know the names of those included. Individual responses should be confidential and data released only in aggregates. Although a sample survey is suggested in libraries with more than 100 employees, many libraries choose to survey everyone. Many people feel left out if only a sample of the staff is surveyed, so often a full-staff survey is better for morale.

To ensure the confidentiality of responses, the library should use an outsider to receive and tabulate the results if at all possible. This may be a volunteer, a library trustee (who doesn't know individual staff members), or a consultant or outside firm. The completed questionnaires should be mailed directly from the respondents to this outsider, who would be the only person to actually see each questionnaire. She or he would summarize the results for the planning committee. Many staff members can be identified by their responses (job classification, years in the system, unit within which they work, as well as their opinions) and would feel freer answering the questionnaire if they knew that no one who could identify them could see their response.

A very small library may use a structured discussion among all staff members, instead of a questionnaire. Volunteers, where important to operation of the library, may be included in either written surveys or structured discussions.

Staff input from a multi-library system may vary somewhat from that in a consolidated system or a single library. Individual libraries (especially larger ones) in the federated system may wish to use a questionnaire of the type discussed in this chapter, adding a section on system strengths, weaknesses, problems, etc., passing on to system planners only relevant data and retaining the other for internal management use.

As an alternative, a short questionnaire evaluating system resources, services, and operations might be administered to all personnel in the various libraries. No sample of such a form is provided here, but questions from the sample survey form may be used as a guide. If such a form is used, volunteers serving in the libraries, and library trustees, may be asked to complete it as well. Data should then be analyzed by four categories: professional staff, other staff, volunteers, and trustees.

Where a system does not administer a staff survey or its equivalent, it is important that the necessary information be contributed by staff members and others at a planning session.

When a staff includes more than about 100 employees, a sample of staff members may be questioned, including representatives from each of the following four categories of personnel:

1. Professional staff
2. Paraprofessional staff
3. Clerical staff
4. Hourly (including pages), delivery, and maintenance staff

These categories may be varied to suit those actually employed in a given library. A sample of 80 people is sufficient for this survey.

The sample should be divided equally between the first two (professional and paraprofessional staff) and last two categories, with 20 persons chosen from each of the last two groups. If there are 15 or fewer branches in the system, all branch librarians and central office staff (professional) should be included, with the remainder of the sample of 40 assigned to the first two categories drawn from the paraprofessional staff. If the size of branch and administrative staff is so large as to preclude selection of all of them, staff in all four categories should be sampled in equal numbers (20 from each).

For example, a library has eight service outlets, a main library and seven branches. There are ten headquarters department heads. In this case the sample would include:

10 Headquarters department heads
8 Facilities directors (main and 7 branch librarians)
22 Other professional and paraprofessional staff
20 Clerical staff
20 Hourly (including pages), delivery, and maintenance staff

The survey would cover all headquarters department heads and facilities directors plus samples of the last three groups.

If, on the other hand, the library had 13 branches and 12 headquarters department heads, the sample would include:

12 Headquarters department heads
13 Branch librarians
15 Other professionals and paraprofessionals
40 Total categories one and two

20 Clerical staff
20 Hourly, delivery, and maintenance staff

All headquarters department heads and branch librarians would be surveyed, plus samples of the remaining groups.

With more than 15 branches, the sample would include:

20 Professional staff, representing a sample of headquarters department heads, and branch librarians
20 Other professionals and paraprofessionals
20 Clerical staff
20 Hourly, delivery, and maintenance staff

To draw the sample, the data coordinator should list the names and addresses of all staff by job category, and determine the number of persons in each category. He or she then divides the total number of persons in the category by the number to be sampled from that category to determine the sampling interval. Using a book of random numbers,[2] one then selects a number (no larger than the size of the sampling interval) to begin the random selection of names. Choose every nth (interval) name on the list to complete the sample.

For example, there are 185 clerical employees, of whom 20 are to be sampled. The interval is 9.25 (185/20). Using a set of random numbers, select a number between 001 and 925. Assume the number is 500. The starting point will be 5, and the sample points will be as follows:

Sample Name Number	Place of name on list
1	5
2	15 (5 + 9.25)
3	24 (14.25 + 9.25)
4	33 (23.50 + 9.25)
5	42 (32.75 + 9.25)

Always round to the next highest whole number for the place of the name on the list.

A cover letter attached to the questionnaire should explain the purpose of the survey and assure respondents that answers will be confidential. A completion rate of about 80 percent may be anticipated on the mail survey of staff. A follow-up reminder to those who haven't returned their questionnaires within a reasonable period is often useful.

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[2] Random number tables can also be found at the back of most statistics texts.

QUESTIONNAIRE DESIGN

The questionnaire may incorporate any or all of the following elements:

- Job-related characteristics of the respondent in terms of job and experience
- Perceptions of public libraries
- Perceptions of one's own library including:
  - Subjective evaluation of principal library services
  - Assessment of major strengths and weaknessess of the library system
- Problem areas
- Job satisfaction
- Recommendations

In most cases, responses to a question may be pre-coded to permit easy processing of the data. Precoding means that the question is followed by a list of the most probable answers that can be readily checked off by respondents and easily tabulated. A sample pre-coded questionnaire for a staff survey is attached at the end of this chapter. Some open-ended questions (allowing people to write in answers) can be asked. Responses to these questions may be coded where the same ones recur, or they can be listed verbatim for the planning committee.

Sample questions incorporating the elements noted above and designed to provide the information desired are discussed in this chapter, and a sample questionnaire is included at the end. The intent of most of these questions is readily apparent. Individual libraries should carefully select the questions and response codes relevant to their needs, using these examples and adding others as needed.

Characteristics of the Respondent

Except where the total number of respondents will be small (less than about 30), responses are most effectively analyzed in terms of the personnel categories. However, if there is reason to believe that significant differences exist between newcomers and employees who have been with the library for some years, some responses may be also analyzed on that basis. To accomplish this, an additional question may be included at the beginning of the questionnaire:

Years of experience in public libraries: ______________________

Years of experience in (name of library): ______________________

Perceptions of Public Libraries

The questionnaire may begin with a series of statements with which respondents are asked to agree or disagree. These statements are designed to probe attitudes toward specific library philosophies, services, and policies, in order to determine attitudes prevailing in the library. Understanding these staff attitudes, if not already known, can be important for planning; if planning strategies involve any of the policies or procedures with which many staff disagree, attention must be paid to informing staff of the need for such programs, and to influencing a change of attitude before the new policy can be successfully implemented. Suggested attitudinal statements include:

> Do you agree or disgree with the following statements about public libraries?
>
> Public libraries should spend more money per user serving children rather than adults.
> Public libraries shouldn't deal with films, records, and other audio-visual materials, but concentrate on printed materials.
> Public libraries shouldn't spend too much energy or money trying to make users out of non-users.
> Public libraries have a strong responsibility to furnish effective information and referral services in their communities.
> Public libraries should provide separate young adult services to serve youth more effectively.
> The public would be better satisfied if public libraries spent additional money expanding collections rather than increasing staff.
> Public libraries should gradually move from primarily serving popular reading requirements of patrons to meeting the individual self-education needs of a varied population.
> Public libraries should give first priority to providing services and materials based on broad current demand, rather than operating as a storehouse of materials for research.
> Public libraries should concentrate on in-library rather than out-of-library service.

Priorities

Priorities establish the relative importance to the library of various activity areas, services, or user groups. Asking staff members as well as general citizens and users to define these priorities will help the committee to determine where the library should be moving in terms of to the community. Three groups of priorities may be assessed by weighting the components of each.

Activity area. Staff members may be asked to assign a total of 100 points to represent the total effort and resources to be expended on activities to meet cultural, educational, informational, and recreational needs of citizens. Any value from 0 to 100 may be assigned to any category; the sum of weights must total 100.

Service priorities. Similarly, 100 points should be divided among library services:

Information services, including reference, referral, and other staff services to aid patrons in the use of materials or the securing of information.
Materials services, including the selection, acquisition, processing, and circulation of materials or their use in the library.
In-library programming, including programs, exhibits, and displays.
Out-of library services, including bookmobile services, books-by mail, deposit collections, visits to the homebound, and programming outside the library such as visits to schools and speeches or programs for special groups.

If a different selection of services is desired, the library should list and define the services considered most relevant and have staff members assign weights.

Service group priorities. Service groups may be categorized in a variety of ways and can be defined by the planning committee. As an illustration, service groups may include:

Children
Young adults
Adults
Special groups (such as the aging, homebound, handicapped, confined, etc., who require special services)

Essentially, activity area and service priorities should be established in relation to the broad needs of the community and should not be dependent upon any particular level of funding. Service groups and priorities may change, however, with increases or reductions in funds. Target groups may be added with increased budgets, but reduced budgets may call for reallocation of efforts for basic service groups. For service groups, therefore, three sets of weights may be chosen to represent the three funding contingencies:

1. Increased funding
2. Status quo funding
3. Reduced funding

Planners, after reviewing the priorities established by staff, citizens, and users, will determine the set of priorities which will be incorporated in the stated role of the library in the community, in goals and objectives, and in the priorities assigned to goals and objectives.

Other priorities. The priorities of staff for current library resources and services may also be explored in two other areas:

1. Most needed additional services
2. Services which should be reduced or eliminated.

Most needed additional services may be derived from a question such as this:

> What single added service do you think would most increase use and/or satisfaction with the library? (See Question 4, Sample Questionnaire)

Services not relevant to one's own library may be eliminated from the list of responses. If, however, there is interest in determining whether some service not offered is important, it may be added to the list. A category of "other" permits respondents to add categories not included. This question and the one following should also be included in all surveys (staff, citizen, and user) if it is used in any.

Staff may also be questioned regarding their priorities for reductions of service. A question such as the following might be used:

> If decreased funding forced reductions in library expenditures, which of the following actions should be considered? (Question 5, Sample Questionnaire)

Perceptions of the Library or System

This involves the subjective evaluation of collections and services, as well as personal priorities for the library. Respondents are asked to rank both major strengths and major weaknesses of the library, and to identify important problems currently facing it. For questions designed to provide these evaluations, see Part 2 of the sample questionnaire at the end of this chapter.

Library Strengths and Weaknesses

Every organization has strengths and weaknesses which affect its achievement of its goals and objectives. A question may ask respondents to indicate which elements are considered to be strengths of the library, and which are weaknesses. Categories to be included are shown in Part 2, Question 14, Sample Questionnaire.

Staff members may also be asked to specify what they consider to be the most important problems currently facing the library.

Job Achievement and Satisfaction

This section is designed to evaluate staff effort and performance and staff relations, as well as overall job satisfaction. Specific questions regarding the handling of grievances, and the like, may be added to meet local conditions and planning data needs. Questions in this category might explore (see Part 3, Sample Questionnaire):

Feelings of achievement and job satisfaction
Importance of job
Utilization of personal potential
Library communications and in-service training
Evaluations of effort and achievement
Recognition of efforts
Evaluation of personnel practices
Satisfactory and unsatisfactory aspects of job

If the survey is being undertaken for planning for a multi-library system, this section may be eliminated, or responses may be solicited for the specific library by which the respondent is employed. Such data should then be provided to the individual libraries.

CODING AND PROCESSING THE FINDINGS

Most of the questions in the survey can be precoded for ease of tabulation. Open-ended questions can be coded by determining common patterns of response and developing codes for them; where too few in number or varied they may be listed verbatim for planning input. When verbatim listings are made (such as comments or suggestions), responses may be tabulated by staff category, but should not be further identified to maintain confidentiality.

A sample staff survey may be readily tabulated by hand. As questionnaires are received from respondents, the tabulator should place the staff category code in the upper right hand corner of the first page, followed by an individual questionnaire ID number. The number of digits used for each category should be the same. For example, if there are 85 professional responses and 220 clerical responses, the numbers should be:

Professional	1001 - 1085
Clerical	3001 - 3220

The first number in each case is the category code.

Methods for recording and analyzing data are discussed in Chapter 18. The amount of time required for volunteers or other individuals to manually tabulate and analyze the staff survey results is estimated at about 6 hours per 25 completed questionnaires. The analysis should show the results for each category or staff and the total staff. Due to the smaller number of questionnaires to process, this survey is relatively easy to handle manually. Computer tabulation is easier and allows more flexibility in cross-tabulation where many responses are received.

SAMPLE QUESTIONNAIRE FOR STAFF SURVEY

(NAME OF LIBRARY/SYSTEM)

STAFF SURVEY

(Date)

Staff Category	(circle one)
Professional	1
Paraprofessional	2
Clerical	3
All other	4

Years of experience in public libraries: ______________

Years of experience in (name of library/system) : ______________

Instructions: For the most part, the questions require only that you circle the number of the appropriate answer. Where other responses are required, the instructions accompany the question.

Part 1. Priorities

1. Activity Area Priorities. What proportion of total effort and resources should the library/system devote to supporting each of the following activity areas? (Assign values of 0 to 100 to each of the missions listed; values must total 100 points.)

Activity Area	Proportion of Effort
a. Culture (including appropriate programs and materials; e.g., art books, prints, great literature, classical records, displays, exhibits, etc.).	______________
b. Education (including support of school or college programs, self-teaching materials, life-long learning, learning programs for the educationally disadvantaged, etc.).	______________
c. Information (staff activities in the location of information and materials, information questions, information programming, reference collections, etc.).	______________
d. Recreation (programs for entertainment, print and non-print materials for leisure use).	______________
Total	100 points

2. Service Priorities. What proportion of total effort and resources should be devoted to each of the following services? (Assign values of 0 to 100 to each fo the services listed; values must total 100 points.)

Service	Proportion of Effort
a. Information services (including reference, referral, and other staff services aiding patrons in the use of materials or the securing of information).	
b. Materials service (including the selection, acquisition, processing, and circulation of print and non-print materials, and their use in the library).	
c. In-library programming (including all programs, exhibits, and displays for all age groups).	
d. Out-of-library services (to include bookmobile service, books-by-mail projects, programming outside the library such as visits to schools, speeches or programs for special groups, deposit collections, visits to the homebound, etc.).	
Total	100 points

3. Service Group Priorities. What proportion of total effort and resources should be devoted to each of the following service groups? (Assign values of 0 to 100 to each of the services groups listed; values must total 100 points.)

a. Children	
b. Young Adults	
c. Adults	
d. Special groups (special services for the aging, homebound, handicapped, confined, minorities, businessmen, etc.).	
Total	100 points

4. What single added service do you think would most increase use and/or satisfaction with the library/system? CIRCLE ONE ONLY

More weekend hours of operation......................01
More weekday hours of service........................02
Added facilities.....................................03
Expanded bookmobile service..........................04
More books for adults................................05
More books for young adults..........................06
More books for children..............................07
More records, cassettes, films, and other non-print materials.................................08
More staff...09
Better information and other staff services..........10
More library programs for adults.....................11
More library programs for young adults...............12
More library programs for children...................13
More special services for the aging, handicapped, homebound, and confined....................14

5. If decreased funding forced reductions in library expenditures, which of the following actions should be considered? CIRCLE YOUR TOP THREE RECOMMENDATIONS

Reduce the number of books purchased for lending...01
Reduce the number of duplicate copies of books purchased for lending.................................02
Reduce the number of magazine subscriptions.......................03
Discontinue purchase and lending of films, records, cassettes, and other non-print materials..04
Reduce the amount of children's materals purchased..05
Reduce reference and information services.........................06
Discontinue in-library programs for pre-school children...07
Discontinue in-library programs for adults........................08
Discontinue public library programs in schools...09
Discontinue out-of-library services for senior citizens, homebound and handicapped.....................10
Close some service outlets (branches).............................11
Eliminate bookmobile services.....................................12
Eliminate Sunday service..13
Close one day during week...14
Close some weekday mornings......................................15

6. Which ONE Of these services would you cut first?

ENTER NUMBER FROM QUESTION 5 ____________________

Part 2. Perceptions of the (name of library/system)

7. Do you think the emphasis of the book collection of (name of library/system) meets the information needs of community residents?

Yes 1
No 2
Don't know 3

If no, why not? ____

____

8. What is your opinion about the number of copies of the same book title the library buys?

Too few copies 1
Too many copies ... 2
About right 3
Don't know 4

Comments: ____

____

9. How would you evaluate the level of non-print materials in the (name of library/system collection? CIRCLE ONE NUMBER FOR EACH ITEM

	Too Little	Too much	About Right
a. Children's records	1	2	3
b. Adult records	1	2	3
c. Filmstrips	1	2	3
d. Films	1	2	3
e. A-V equipment	1	2	3
f. Other (specify)			
____________________	1	2	3

10. How would you evaluate reference and information services in relation to the needs of users at your branch?

CIRCLE ONE ONLY

a. Users don't expect much, so few use reference and information services........... 1
b. Reference materials are inadequate to meet information needs.................... 2
c. Branch satisfactorily meets most of the reference and information requests....... 3
d. Branch is understaffed to provide adequate reference service.................. 4
e. Other (specify)________________________ 5

11. Do you think __(name of library/system)__ should refer people who ask for special information on consumer issues, housing issues, medical issues, etc.

Yes..............1
No...............2
Don't know.......3

12. Are programming activities at the library adequate or inadequate for the following groups? CIRCLE ONE NUMBER FOR EACH GROUP

	Adequate	Inadequate	No programs	Don't Know
a. Pre-school children.........	1	2	3	4
b. Elementary school children...	1	2	3	4
c. Young adults................	1	2	3	4
d. Adults......................	1	2	3	4
e. Senior citizens.............	1	2	3	4
f. Special groups, including the homebound, handicapped, confined, minorities, businessmen, etc.	1	2	3	4
g. Other (Who?)_______________	1	2	3	4

13. If you have marked any of the categories above "Inadequate" or "No programs", what do you consider the principal reason for lack or inadequacy of programming? CIRCLE ONE ONLY

Programs are adequate........1
Lack of local interest.......2
Lack of funding..............3
Inadequate staff.............4
Don't know...................5
Other (What?)_____________6

14. Every organization has strengths and weaknesses which promote or detract from the achievement of its goals and objectives. Check those elements listed below which you consider to be the greatest strengths and weaknesses of the library/system.

	Major Strengths	Major Weaknesses
a. Administration		
b. Staff		
c. Funding		
d. Buildings		
e. Building maintenance		
f. Adult book and periodical collections		
g. Young adult and periodical collections		
h. Children's book and periodical collections		
i. Audio-visual collections		
j. Responsiveness of system to user demand		
k. Children's services		
l. Adult services		
m. Young adult services		
n. Audio-visual services		
o. Information/reference services		
p. Out-of-library services		
q. Public relations programs		
r. Cooperation among branches		
s. Cooperation with other library systems		
t. Automation services		
u. Technical services		
v. Personnel policies		
w. Wages and benefits		
x. Other (specify)____________________		

15. Which ONE of these would you consider the greatest strength of the library?

Which ONE would you consider to be the greatest weakness?
ENTER LETTERS FROM QUESTION 14 ABOVE

a. Greatest strength__________
Letter

b. Greatest weakness__________
Letter

16. What do you consider to be the three most important problems facing (name of library/system) today? CHECK THREE PROBLEMS AREAS ONLY. Problems not listed which you feel are among the three most important should be listed under OTHER and included in the three checked.

CHECK THREE ONLY

a. Inadequate funds.................................. ______
b. Insufficient staff................................ ______
c. Poor or inadequate staff training.................. ______
d. Inadequate staff compensation...................... ______
e. Staff morale....................................... ______
f. Poor administration-staff communication............ ______
g. Need for added facilities.......................... ______
h. Need for improvements or expansion of existing facilities.. ______
i. Inadequate hours of operation...................... ______
j. Inadequate collections............................. ______
k. Inability to adequately meet the information needs of residents.. ______
l. Lack of adequate programming services.............. ______
m. Other (specify).................................... ______

____ ______

Part 3. Job Achievement and Satisfaction

17. How would you rate your satisfaction with your job with (name of Library/system)? CIRCLE ONE NUMBER

1	2	3	4	5
Very dissatisfied	Not satisfied	Moderately Satisfied	Quite Well satisfied	Very satisfied

18. Do you feel that you are using all your capabilities in your current job?

CIRCLE ONE

Underused in terms of potential............. 1
Utilized at potential....................... 2
Pushed beyond capabilities or training...... 3
Don't know.................................. 4

19. Do you feel that you are kept informed of new developments, changes, etc., that take place in (name of library/system)?

Yes............. 1
No.............. 2
Don't know...... 3

20. Do you feel that you are adequately informed as to just what is expected of you in your job, and how tasks should be performed?

Yes............. 1
No.............. 2
Don't know...... 3

21. Do you think that the in-service training provided to you at this library is adequate?

Yes............. 1
No.............. 2
Don't know...... 3

If no, how could it be improved? ______________________________

____

22. In general, do you feel that you have been adequately paid for you work?

Yes............. 1
No.............. 2
Don't know...... 3

23. In general, are you satisfied with your working environment?

Yes............. 1
No.............. 2

24. How would you rate the level of staffing in your department?
CIRCLE ONE NUMBER IN EACH CATEGORY

	Overstaffed	Understaffed	About right	Don't know
a. Professionals.....	1	2	3	4
b. Paraprofessionals.	1	2	3	4
c. Clerical..........	1	2	3	4
d. Pages.............	1	2	3	4
e. All others........	1	2	3	4

25. How would you rate your immediate supervisor in terms of performance of his/ her supervisory responsibilities? CIRCLE ONE NUMBER

1	2	3	4	5
Poor		Average		Superior

26. How would you rate the administration of (name of library/system) in terms of general performance and achievements? CIRCLE ONE NUMBER ONLY

1	2	3	4	5
Poor		Average		Superior

27. How would you rate the general performance and achievements of (name of library/system)? CIRCLE ONE NUMBER ONLY

1	2	3	4	5
Poor		Average		Superior

28. What would you say is the most satisfactory aspect of your job with (name of library/system)? CIRCLE ONE ONLY

Working with the public..............	1
Working with my colleagues...........	2
Providing a useful service...........	3
Hours and other working conditions...	4
Compensation (pay) received..........	5
Other (specify) ______________________	6

29. What would you say is the least satisfactory aspect of your job with (name of library/system)? CIRCLE ONE ONLY

Inability to meet user needs.........	1
Poor working conditions or hours.....	2
Communication with superiors.........	3
Inadequate compensation (pay)........	4
Relationships with co-workers........	5
Relationships with administration....	6
Pressures of inadequate staffing.....	7
Other (specify) ______________________	9

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. Do you have any other comments or suggestions? (Use back of page if additional space is needed.)

CHAPTER 15

The Citizen Survey

WHY A CITIZEN SURVEY

The decision to conduct a citizen survey is, of course, a local one, primarily dictated by available resources. Citizen input can also be derived from an in-library survey; or from a small representative group (six or seven persons) knowledgeable about the community, its activities, and its information needs; or from discussions with the leaders of various interest groups in the community. However, such methods cannot explore the attitudes, patterns of information seeking, and specific needs of individuals who are not library users.

The kinds of information which the citizen survey can supply about community residents, including those who do not use the library, include:

1. Perceptions of general and specific information needs;
2. Attitudes, perceptions, and priorities concerning public libraries, their functions, services, and service groups.
3. Awareness of library facilities, hours, collections, and services.
4. Subjective evaluation of convenience of access to library facilities, and reasons for non-use.
5. Sources of information and materials, both formal and informal.
6. Individual reactions to specific local issues, such as reductions in services, new or changed programs and so on.
7. Demographic characteristics of frequent and occasional library users, of non-users, and of

those using alternative information resources.

8. Geographic locations of users and non-users.

Because of the valuable planning information which can only be collected from a well-designed citizen survey, such a survey is recommended as part of this planning process whenever possible. Some alternatives to the survey are discussed in Chapter 4. This chapter discusses the development of the questionnaire, and methods for drawing a valid sample of community population and conducting the survey. Methods of processing the data, and techniques for analyzing them and presenting the results to the planning committee are covered in Chapter 18.

QUESTIONNAIRE DESIGN

The reasons for asking each question should be clearly defined in developing the questionnaire. Knowing why you want the question asked helps to define the questions and interpret the answers. Responses can be used to confirm suspicions, or to alert planners that things are not what they seem. They may also be used to explain known facts, to better develop strategies for change, and to identify the changes which are needed.

The design of the questionnaire depends on the manner in which the survey is to be conducted. Whether it is to be based on a personal interview, a telephone interview, or a self-administered written form decides the method to be used to ask and record questions. For all formats, pre-coding of answers (listing possible answers to be checked off) wherever possible will simplify data collection and analysis.

The sample questionnaire at the end of this chapter is designed for a telephone interview. Questions and pre-coded responses are designed and formatted for that method. A telephone interview must be kept as short as possible (not over 10 to 15 minutes) and questions phrased as simply and directly as possible.

Questions should be arranged in a logical pattern of flow. The interview should always begin with fairly simple and direct questions, easy for all interviewees to answer. These openers should be relevant to all citizens and not just to library users, or non-users will be discouraged from continuing the interview.

Since interviewers and not respondents will be completing this form, it is arranged for their convenience. Lines and arrows are used to indicate skip patterns (i.e. when the answer to one question precludes asking one or more subsequent questions, the interviewer is directed to skip to the next relevant question). Upper case letters are used for instructions and for pre-coded responses. Everything in lower case is to be read to the interviewee; everything in full upper case should not be read.

Some of the sample questions in this chapter are designed as sequences of questions which develop a particular topic. This pattern permits one to break up complex questions into simpler components, which combine to provide the desired answers.

The rest of this section details the kinds of topics that are generally included in a citizen survey and gives examples of the ways in which such questions can be asked. The exact choice of questions will depend on local needs, but generally the library will want to ask people about their perceived information needs and the sources that they use; the activities in which they engaged which may create information needs; access to the library; and awareness and use of library services, public and otherwise. The library may also wish to add some questions about current local library issues. Finally, the questionnaire should always ask about the respondent's personal characteristics, so that differences between the responses of various groups within the community can be analyzed.

The sample questions are presented in the way in which they would appear on a telephone interview form. Not all the response categories are listed after each question, for reasons of space. Also, the answers that people may give often differ from one community to another.

Not all the questions discussed in this chapter are included in the sample survey form at the end. The questionnaire must be kept short. However, this chapter presents a number of possible questions, the exact choice of which will depend on local circumstances. The sample questionnaire represents the right length for a 10 to 15 minute telephone interview, and includes the most common questions. Additional questions within the chapter, however, may be suited to particular libraries' needs.

Perceptions of Information Needs and Preferred Sources

The following sample questions are designed to determine individual perceptions of their information needs, how they meet such needs, and how well they are satisfied.

1. (Community name) is interested in helping citizens find answers to questions and solutions to problems that they may face in everyday life. I am going to read you some examples of situations that other citizens have experienced, and I would like you to tell me the primary source for help that you would use. (WRITE DOWN ALL SOURCES GIVEN. IF RESPONDENT DOES NOT KNOW OR CANNOT RESPOND WRITE D/K or N/R. SEE NUMBER CODES AT END OF QUESTION.)

   a. You have just moved into a new community. How would you find out about local nursery schools, doctors, churches, and other required facilities or services?

      ____
      ENTER NUMBER

b. You feel sure you could do a better job of managing the family money if you had a good budget which would meet the particular needs of your family. Where can you find help for setting up a realistic budget?

c. You are a senior citizen or have a senior citizen living in your household who has a limited income. How would you find out about special programs, services, and discounts available to the aging?

d. You are talking with a group of friends and there is disagreement as to which team won the pennant in the 1957 World Series. Where would you go for the answer?

e. A friend tells you of a good book and you want to read it. Where would you get it?

____
ENTER NUMBER

CODE	ENTER NUMBER
RELATIVE, FRIEND, OR NEIGHBOR...............	1
APPROPRIATE AUTHORITY OR AGENCY..............	2
PUBLIC LIBRARY...............................	3
ANOTHER LIBRARY OR INFORMATION SERVICE.......	4
OTHER..	5
(ENTER NUMBER 5 AND WRITE OUT RESPONSE BELOW QUESTION)	

Having suggested several problems or questions involving various types of information needs, we now ask citizens what sources they usually use for information or help for their problems and questions.

2. When you have a problem or question, where do you usually go for help or information? Do you (READ ALL PARTS. PAUSE FOR RESPONSE AFTER EACH)

		YES	NO
a.	Look up answers in books, magazines, or other print materials?..	1	2
b.	Ask a relative?..	1	2
c.	Ask a friend or neighbor?............................	1	2
d.	Ask an appropriate authority or seek information at an appropriate office or agency?......................	1	2
e.	Go to the public library for help?...................	1	2
f.	Contact another library or information service?.......	1	2
g.	Some other source? (WHAT?)____________________________	1	2

3. Which one of these sources do you find most satisfactory for meeting your information needs or answering your questions?

____
ENTER LETTER FROM Q2

In most studies, informal interpersonal contacts or direct use of materials are the most frequently reported sources of information.

Interests, Activities, and Information Sources

The types of clubs or organizations operating in the community were examined in the community profile (see Chapter 12). Asking questions about community involvement (Questions 1 through 4 below) allows planners to relate this type of activity to specific population groups. Individual personal interests derived from the subsequent questions (5 through 8) further identify potential information needs or uses.

Questions on leisure time activities and personal interests can help the library in several ways:

1. People who read, whatever their sources of reading materials, are strong candidates for library services.
2. A large number of non-readers in the community may suggest the need for more non-print materials and library programs.
3. A list of citizens' major activities and interest areas is useful in developing collections and programs to meet those interests. Differentiating interest areas by population groups can help

the library to design services to meet the needs of particular groups, especially the underserved.

4. People not involved in community activities, hobbies, and the like, are less exposed to information, overall, and are less likely to use formal information sources. As a result, it is difficult to design library services to appeal to them.

Zweizig and Dervin[1] note that social network variables, including both formal and informal group involvement, relate positively to library use. It is important, however, to define the types of organizations or activities, and in some cases the role of the individual in them, with which the library is related. Furthermore, membership in any group provides a point of contact for the library to reach low-use or non-user groups.

While this type of information can be particularly helpful, other items of higher priority may make it necessary to eliminate these questions from the surveys in the first planning cycle. In that case, collection of this data may be deferred to a later cycle.

1. I am going to read you a list of types of clubs or organizations operating in your community. Would you tell me whether or not you belong to any organizations of each type? (READ. PAUSE FOR ANSWER AFTER EACH)

		YES	NO
a.	School connected clubs or organizations, including PTA	1	2
b.	Community service or community involvement groups, such as Red Cross, Lion's Club, residential area associations, etc	1	2
c.	Church groups	1	2
d.	Social groups, such as fraternities, card clubs, etc	1	2
e.	Cultural or historical organizations, including literary, dramatic, musical, art, or heritage groups, or "friends of" such groups	1	2

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1. Douglas Zweizig and Brenda Dervin, "Public Library Use, Users, Uses: Advances in Knowledge of the Characteristics and Needs of the Adult Clientele of American Public Libraries," In Advances in Librarianship, Vol. 7 (1977), ed. by Melvin J. Voight and Michael H. Harris (New York: Academic Press, 1977), p. 231-255.

		YES	NO
f.	Business or professional organizations...........	1	2
g.	Activity-oriented organizations such as sports clubs, gardening clubs, etc................	1	2
h.	Any other clubs or organizations (Specify)________________________________	1	2

2. What is the total number of clubs or organizations to which you belong?

____
ENTER NUMBER

3. Do you regularly attend city council, zoning, or other governmental meetings, or political meetings, write or sign petitions, complete governmental or non-governmental community surveys, etc.?

YES........... 1
NO............ 2

4. Are you an officer or do you take a leadership or other active role in any of the organizations or activities discussed above?

YES........... 1
NO............ 2

5. Now I am going to read a list of personal interests, recreation or leisure time activities. Would you tell me whether or not you participate, or have a strong interest in each:

		YES	NO
a.	Sports	1	2
b.	Music	1	2
c.	Religion	1	2
d.	Boating	1	2
e.	Photography..........	1	2
f.	Antiques	1	2
g.	Cooking	1	2
h.	Travel	1	2
i.	Auto repairs	1	2
j.	Home repairs	1	2
k.	Stamps and coins	1	2
l.	Reading	1	2
m.	Camping	1	2
n.	Television	1	2
o.	Films	1	2
p.	Needlework	1	2
q.	Arts and crafts	1	2
r.	Gardening	1	2
s.	Animal care and training.	1	2
t.	History	1	2
u.	Geneology	1	2
v.	Astrology	1	2
w.	Psychology	1	2
x.	Research or study in another area	1	2
y.	Anything else (Specify) ________________________	1	2

(Choose activities (above) which are relevant to your community.)

6. Which one of these interests or activities is most important to you?

____
LETTER FROM ABOVE

Patterns of materials use are also of interest to library planners, since the lending of materials is usually the most important public library activity. What materials do various population subgroups use, and what are their sources for these materials?

Questions concerning involvement in educational or self-educational programs, or leisure activities, which provide, require, or make possible information exposure are designed to determine the sources of information materials used for a variety of learning activities. Questions like 7 through 9 relate the kind of information needed to its source; question 10 is an alternative that asks about information sources in general.

7. Are you currently taking any courses with a public, private, or commercial institution, such as job or hobby-related courses, physical fitness courses, self-improvement courses, adult education, high school, or college courses, or pursuing any self-education program?

YES............... 1

NO (SKIP to Q11).. 2

8. What kind of educational program are you pursuing? (CIRCLE THE NUMBER OF EACH TYPE OF COURSE MENTIONED BY THE RESPONDENT)

JOB RELATED	01
PHYSICAL FITNESS	02
HOBBY	03
TECHNICAL OR VOCATIONAL	04
CORRESPONDENCE	05
ADULT EDUCATION	06
HIGH SCHOOL	07
COLLEGE	08
SELF-EDUCATION	09
ANY OTHER (SPECIFY) __________ ____________________	10

9. Where do you get the reading materials, if any, needed for your program of study? (CIRCLE THE NUMBER OF EACH SOURCE OF MATERIAL MENTIONED)

NONE REQUIRED	1
FURNISHED WITH COURSE	2
PURCHASE	3
BORROW OR USE AT SCHOOL/ COLLEGE LIBRARY	4
BORROW OR USE AT PUBLIC LIBRARY	5
ANY OTHER (SPECIFY)__________ ____________________	6

10. Where do you get the books or other reading, viewing, or listening materials you use in connection with school courses, your job, or any self-education program? (CIRCLE ALL THAT APPLY)

DON'T USE ANY	1
SUPPLIED (WITH COURSE, BY SCHOOL, OR BY WORK ORGANIZATION).	2
PURCHASE	3
BORROW OR USE AT SCHOOL/COLLEGE LIBRARY	4
BORROW OR USE AT PUBLIC LIBRARY	5
BORROW OR USE AT SPECIAL OR TECHNICAL LIBRARY	6
OTHER (SPECIFY)____________________	7

Levels of use and sources of materials used are explored in questions 11 through 16.

11. (a) How many magazines do you read regularly?

	CIRCLE ONE
NONE	1
1	2
2-5	3
6-10	4
MORE THAN 10	5

(b) Where do you get the magazines you read?
(CIRCLE ALL THAT APPLY)

BRING HOME FROM OFFICE	1
BUY OR SUBSCRIBE	2
BORROW FROM ANOTHER PERSON	3
BORROW OR USE AT LIBRARY	4
READ AT HAIRDRESSER, PROFESSIONAL OFFICE, ETC	5
OTHER (SPECIFY) ______________________	6

(c) Which of these is your most important source of magazine reading?

____
ENTER NUMBER ABOVE

12. About how many hours per week do you spend in

	ENTER HOURS
(a) School or job related reading?	____________
(b) Recreational or leisure reading?	____________

13. (a) When did you last read a complete book for recreation?

	CIRCLE ONE
WITHIN WEEK	1
WITHIN MONTH	2
WITHIN LAST 2 MONTHS	3
2-6 MONTHS	4
7-12 MONTHS	5
MORE THAN ONE YEAR	6
DON'T REMEMBER	7

(b) About how many complete books did you read in the past year?

	CIRCLE ONE
NONE	1
5 OR LESS	2
6-15	3

14. (a) Where do you get the books you read? (CIRCLE ALL THAT APPLY)

BUY (OR SUBSCRIBE TO BOOK CLUB)	1
BORROW FROM ANOTHER PERSON	2
BORROW OR USE AT LIBRARY	3
ANY OTHER SOURCE SPECIFY__________	4

(b) From which of these sources do you get most of your books?

____
ENTER NUMBER ABOVE

15. (a) Do you have a record or cassette player or access to one?

YES	1
NO	2

(b) About how many hours per week do you use it?

____
ENTER HOURS

16. (a) Where do you get your records or cassettes? (CIRCLE ALL THAT APPLY)

BUY OR SUBSCRIBE TO CLUB	1
BORROW FROM ANOTHER PERSON	2
BORROW OR USE AT LIBRARY	3
ANY OTHER SOURCE (SPECIFY)__________	4

(b) From which of these sources do you get most of your records or cassettes?

____
ENTER NUMBER

Access to Library Services

Does lack of convenient access to library facilities prove an insurmountable barrier to their use? Does this vary among population groups? Are there specific population characteristics, such as age, which relate to whether or not facilities are convenient? Is it necessary to improve access?

The questions below look at awareness and convenience of library locations and hours. Distances of less than 15 minutes travel time are generally considered convenient, although individual transportation problems may make anything beyond a short walk inconvenient. Responses should be compared among different geographic areas and by individual characteristics. They may also be examined in relation to the library outlet most frequently used, and by the reasons for inconvenient access.

1. (a) Do you know the location of the public library in your community?

   (b) (IF YES) Is it easy for you to get to?

   (c) (IF NO) Why not?

   (See Sample Questionnaire, Question 1)

2. (a) Do you think (name of community) needs additional public libraries or other means to make library services more convenient for you?

   (b) (IF YES) Which of the following means for additional services would you prefer?

   (See Sample Questionnaire, Question 2)

3. Are current library hours convenient for you?

YES.......................... 1
NO........................... 2
I DON'T KNOW CURRENT HOURS.....3

4. Which days and times would you find most convenient to visit the library? (CIRCLE ALL THAT ARE GIVEN. IF ONLY DAYS ARE MENTIONED, ASK: Morning, afternoon, or evening? IF SATURDAY AND SUNDAY HOURS HAVE NOT BEEN MENTIONED, ASK: What about weekend hours?)

	a. MORNING	b. AFTERNOON	c. EVENING
MONDAY........	01	01	03
TUESDAY.......	04	05	06
WEDNESDAY.....	07	08	09
THURSDAY......	10	11	12
FRIDAY........	13	14	15
SATURDAY......	16	17	18
SUNDAY........	19	20	21

Citizen Awareness and Use of Library Services

Attitudes toward public libraries vary. Such attitudes affect not only the level of use of the library, but also in some instances its level of support. Questions 1 and 2 below probe the attitudes of respondents toward libraries, and the importance of public library services to them both as individuals and as members of the community. This information is useful in determining the need for and focus of future public relations programs. Question 3 determines the respondents perceptions of his or her ability to use libraries and services.

1. Do you agree or disagree with the following statements about public libraries?

	AGREE	DIS-AGREE	DON'T KNOW
a. Public libraries are a valuable educational service primarily for children................	1	2	3
b. Public libraries are a valuable educational service for children and adults...............	1	2	3
c. Public libraries serve only a few people......	1	2	3
d. I think public libraries should be tax-supported................................	1	2	3
e. Public libraries have little to offer besides books................................	1	2	3
f. Public libraries provide valuable information services................................	1	2	3
g. The public library provides services that are important to me as an individual..........	1	2	3

2. Whether or not you use the public library, the fact of its existence may have value for you. How important is it to you that your community provides comprehensive public library services? Is it

Very important?........................	1
Of some importance? (You want library services available)..................	2
Not important? (You don't care if there are public libraries or not)...	3

3. Do you feel that you need to know more about the services of public libraries, and how to use them?

YES...........................	1
NO............................	2

Question 4 is designed to explore two areas of interest to library planners:

1. Expectations of or attitudes toward specific services. This list should not be edited to delete services not offered by the library, since citizens are asked to determine which services they think the library should provide. Negative responses may indicate either a need for more publicity about a program and/or its specific values, or for its re-evaluation.
2. Awareness of the services provided by the public library. Which services does the general public think that the library DOES offer? Recent surveys indicate a low level of awareness by some population subgroups of many library services which were particularly relevant to their needs.

4. Now we'd like to ask your opinion about some possible library services.

   a. Should this service be provided by public libraries?
   b. Does the (name of library) offer this service?

   (Use appropriate service listings.)
   (See Sample Questionnaire, Question 3 for suggestions.)

Use of the Library

Library registration does not provide a reliable guide to the number of persons in the community actually using library services. Some card holders may no longer use library services. In other cases, all members of a household may use one card, or one person may borrow materials for several. In addition, people using materials in-house or using information or programming services only will not necessarily be card holders.

1. Do you have a current (name of library) card in your own name?

2. Do you use the library card of another member of your family or have another member borrow materials for you?

The questions which follow explore levels of use and reasons for use or non-use. By discriminating users from non-users and cross-tabulating with appropriate demographic (age, education, etc.) and non-demographic (convenience of location, activities, etc.) characteristics, it is possible to describe those unserved and to identify target groups for new services or approaches. For users, such cross-tabulations show differences in levels and purposes of use among various groups, which may provide suggestions for improved services to them.

3. (a) Have you visited or telephoned the (name of library) during the past year?

   (b) (IF NO) Is there some reason for not using the library?

4. (IF YES) Which branch do you use most frequently? (CIRCLE ONE ONLY)

   (List and number branches)

5. What is your single most important purpose for using the (name of library)?

6. (a) Are you generally satisfied with the hours, facilities, collections, and services provided by (name of library)?

   YES.................... 1
   NO..................... 2

   (b) (IF NO) Why not? ______________________________

   ____

Citizen Priorities

Some of the more useful questions on the citizen survey ask respondents about their own priorities for their community's library.

1. Among changes or additions which could be made in library services, facilities, hours of operation, or policies, which one change could you suggest which would most increase your use or satisfaction with (name of library) libraries?

   (Sample Questionnaire, Question 4)

Questions 2 and 3 (below) provide another measure of the importance of particular aspects of library services to various groups. These questions should also be included in any other survey, including the staff survey, and responses compared. Do library staff see the importance of particular services in the same way as the general public? Do users have the same priorities as non-users? Responses are useful in determining those areas where the public would be most willing to curtail services should such action be necessary, and might also suggest some relative priorities among access, materials, and services.

Reduction recommendations should be reviewed by geographic area (one area may recommend elimination of bookmobiles, while in another area this may be the most critical service) and by individual characteristics, most pertinent to the specific service. Priorities are also indicated by the percentage of respondents unwilling to reduce specific services.

2. If library funding forced reductions in library spending, which of the following actions should be considered? Should libraries...

   (Sample Questionnaire, Question 5)

3. Which of these would you cut first?

   (Sample Questionnaire, Question 6)

Use of Other Libraries

Many public library clients also use other libraries, public and otherwise. In some cases, residents of one area use another public library system for a variety of reasons. This may be in addition to or instead of using the local system. These questions are designed to determine the proportion of users and non-users who use alternative services, the types of libraries used, and the purposes for their use. If the library wishes to know the extent of use of a specific neighboring public library system, the question can be modified to ask its name.

1. (a) Do you regularly use any library other than a (name of library) branch?

   (b) (IF YES) What other libraries do you use?

   (c) (IF ANOTHER PUBLIC OR PUBLIC-TYPE LIBRARY WAS CITED) Why do you use this library?

   (Sample Questionnaire, Question 11)

A public-type library is a government-operated library providing general library services to a specific clientele, such as a post or base library serving the military and their dependents, or the patients' or inmates' library of a hospital or institution. Such libraries may be providing the equivalent public library services. Where no such facilities exist, the question should be modified to show only "other public library".

Local Issues

Library administrators may wish to get public reaction to possible changes in operation or policy, to determine the level of awareness and characteristics of users of a new program or service, or determine possible use of a projected service or new facility. Questions in this section should be designed to probe these local issues. Where there are no special factors on which citizen input is desired, no local issue questions need be asked. Shown below are some samples of the type of questions which might be included.

1. Are you aware of (name of library) 's new (type) program, (name of program)?

YES..................	1
NO...................	2

2. How did you first hear about it? CIRCLE ONE

(Include here any publicity measures used)

NEWSPAPER...........................	1
RADIO...............................	2
TELEVISION..........................	3
POSTER IN LIBRARY...................	4
FLYER OR PAMPHLET...................	5
BILLBOARD...........................	6
FRIEND, RELATIVE, NEIGHBOR.......	7
OTHER PERSON........................	8
OTHER (SPECIFY) ____________________	9

3. Have you ever used (name of program)?

YES..................	1
NO...................	2

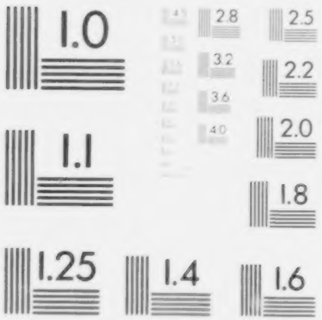
4. Do you think the (name of library) should charge fines for overdue materials?

YES..................	1
NO...................	2

2.5
2.8
2.2
3.2
2.0
3.6
4.0
4.5
5.0

4.5
2.8
3.2
2.5
3.6
2.2
4.0
2.0

100 mm


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

1.0 mm

1.5 mm

2.0 mm

A5

2.0
2.2
4.0
2.5
3.6
3.2
2.8
4.5

4.0
2.0
3.6
3.2
5.0
2.2
2.8
4.5
2.5

5. In order to make library service in (community area) more convenient for users, the (name of library) is considering the development of (new facility or new service, with minimal description if necessary).

   a. If such a (new facility or new service) were offered, would it affect your use or level of use of (name of library)?

YES.................	1
NO..................	2

   b. To pay for this improved service, would you be willing to increase library expenditures by (per capita cost of improvement) per person per year?

YES.................	1
NO..................	2

6. Costs for all services continue to rise. To continue to offer the level of services now provided by (name of library) some increases in funding are required annually. If new services are to be offered, funding must be increased proportionately. In light of costs, do you think

CIRCLE ONE

Services should be increased?..........................	1
Services should be maintained at current levels?........	2
Services should be reduced?............................	3

7. The average retail price of a hardcover book in (year) was $ (amount). The current cost for all (name of library) services is between $ and $ per person per year. Do you consider expenditures for public libraries in (community name)

CIRCLE ONE

About right?............	1
Too low?................	2
Too high?...............	3
Don't know?.............	4

8. Public libraries tend to serve well those individuals who look to it for books and other materials used for education, general information, or recreation. Providing services to special groups such as non-readers, the aging and homebound, children, etc., require additional funding. For which of these groups would you like to see the library increase services and expenditures? CIRCLE ALL REPORTED

None of them.............. 1
Non-readers................ 2
The aging.................. 3
The homebound.............. 4
The handicapped......... 5
Children................ 6
Any Other (Specify)..... 7
____

Personal Information

Most survey instruments conclude with questions on the personal characteristics of the respondent. This information has two uses in the planning process:

1. Where the survey has been carefully conducted so that respondents are representative of the community as a whole, and where more reliable, current information is unavailable, these responses can be used (with caution) to develop a demographic profile of the community. This use is discussed in Chapter 12, which is about the community profile.
2. Responses can be analyzed according to the respondent's characteristics to determine the needs and preferences of various groups within the community.

Some of the more useful characteristics include:

Age
Education
Sex
Occupation
Years lived in the community (newer residents may have different needs than long-time residents)
Family or household income
Geographic area
Race and/or Language

The exact questions asked, and the response categories pre-coded, will vary from one community to another. For example, in a community with a sizeable minority population, at least one question must be included to identify membership in minority groups, while in another community the question may be unnecessary. For another example, the geographical areas by which respondents will be identified depend upon the way in which the information will be the most useful: zip code, neighborhood, local government election district, and the like.

The questions should be unambiguous; for example, neighborhoods have to be well-defined, or else another geographical unit (e.g., zip code) should be used. And of course minority group names must be acceptable to the various groups (do you ask people whether they are Chicano, Latino, or Spanish-surnamed?). Finally, the questions should be phrased in such a way as to preserve the respondents' privacy. For example, for family income:

Is your total family income over or under $15,000 per year? Is it (READ APPROPRIATE CODES)

		Income	
UNDER 15	A.	Under $4,000	01
	B.	$4,000-$7,999.	02
	C.	$8,000-$11,999	03
	D.	$12,000-$14,999.	04
OVER 15	E.	$15,000-$19,999.	05
	F.	$20,000-$29,999.	06
	G.	$30,000-$39,999.	07
	H.	$40,000-$49,999.	08
DO NOT READ	I.	Don't know	98
	J.	Refused.	99

CONDUCTING THE SURVEY

There are a number of methods for conducting a citizen survey. These include:

The household interview. This is a method which has been much used in recent library studies. It involves the personal visit of trained interviewers to a representative sample of community households where a predetermined member of the household is asked the survey questions. Visits are usually of about 30 minutes duration. The principal objection to this method is its cost. The current average commercial rate (1979) per completed interview is about $30. Volunteer interviewers have been used in some small communities, substantially reducing interview costs.

The mail questionnaire. Some libraries have mailed brief questionnaires to all households in the community. This method has obvious drawbacks and is not at all feasible for an in-depth survey, since only a small number of questions can reasonably be asked. A low rate of response may also be expected (usually less than 20 percent) and this response tends to be biased, since it is usually heavily representative of those in the community already most likely to be using the library.

The telephone interview. Although a telephone interview must necessarily be somewhat shorter than the household interview (generally not over 15 minutes), it permits the relatively inexpensive collection of a substantial amount of information. Its greater anonymity and impersonality appear to make telephone interviews relatively acceptable to interviewees. Proper sampling of areas should provide good representation of various population groups. A good introduction to the interview will encourage maximum cooperation. In comparison with the household interview, the unit cost for telephone interviews conducted by commercial survey firms (with local calls and paid interviewers) is estimated to average about $3 per completed interview (1979)

Although this is the method recommended for conducting a citizen survey in this planning process, it must be recognized that the telephone interview also has some limitations since it eliminates those in the community with no telephones and those with unlisted telephone numbers, unless random dialing is used. Where a substantial proportion of residents of any population group do not have telephones, another method for collecting information at least from these groups, should be considered.

Questions asked on a telephone interview should be kept as direct and simple as possible to permit rapid understanding and response. The sample questionnaire included at the end of this chapter averages about 15 minutes.

Selecting Interviewers

Depending on money and personnel, there are several ways in which a survey may be staffed:

1. Interviewers may be hired to conduct the telephone interviews. In areas with a college or university, students provide a good source of interviewers. In suburban communities, housewives are sometimes available. Or a commercial interview or survey service may be hired to conduct the entire operation.
2. Regular library staff members may be used.
3. Special project employees, may be trained to conduct the interviews.
4. Volunteers may be solicited from a nearby library school, or from local community residents (perhaps from a "Friends of the Library" group).

In all cases, the data coordinator or assistants should thoroughly brief interviewers, going over all procedures as well as all survey questions to ensure full understanding.[2] Completed forms should be reviewed periodically during the interview period, especially after initial interviews. On the average, about 3 completed 10-minute telephone interviews should be completed per hour per interviewer.

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[2] For a discussion of interviewer training, as well as other aspects of conducting a survey, see: Earl R. Babbie, Survey Research Methods (Belmont, CA.: Wadsworth Publishing Co., Inc., 1973).

Drawing a Valid Sample

The data obtained from a survey of community residents should be representative of the entire community. Both the size of sample and the methods used for drawing it will determine this. If data are to define characteristics for geographic subunits of the community, a larger sample will be required than is necessary to characterize only the community as a whole. It is important in choosing your sample size to first determine how the information is to be used (how many subareas do you wish to consider?).

It is assumed here that information from the survey will be analyzed in relation to characteristics of the population of the entire community, e.g., if the geographic service area of a library is a county, the survey will produce estimates of population characteristics for the county. This is in contrast to producing reliable estimates for the service areas of individual branches.

A sample size of 1200 citizens should be selected for telephone interviews. From this list of 1200 names and telephone numbers, one can expect to get about 800 valid phone numbers, and about 400 completed interviews (50 percent response rate). Followup telephone calls will be necessary to achieve this response rate. Once the list is available for the interviewers, all of the numbers should be called before beginning the first follow-up attempt.

On the average, about three attempts for each number will be required to complete 400 interviews out of 800 valid numbers. If there is a high level of transiency in the community, a lower response rate will be achieved and a larger number of telephone numbers will have to be drawn to complete 400 interviews.

Should a library system desire to select a sample large enough to produce reasonable estimates for the population within individual branch service areas, a sample of about 200 completed interviews in each area is recommended. For example, if a city library system has one central or main library and nine branches, a total sample of 2,000 completed interviews would be required.

Once the number of residents to be surveyed is determined, the sample must be drawn in such a way that all elements are randomly selected.

Choosing telephone numbers for a total community sample. We recommend the use of either a reverse directory or the regular telephone book for drawing of the sample. The actual selection of the individual names and numbers should be done in such a way as to insure uniform coverage through the entire directory. For example, if a regular telephone book is used, all the sample names should not come from the first half of the book. The following procedure should be used:

1. Draw a sample of 5 pages from the "white pages" and count the number of resident listings on each page. Find the average for the five pages. Let us assume the average number of residential listings per page is 50.
2. Count the number of pages containing residental telephone numbers. Let us assume 100 pages.
3. If on the average there are 50 residential listings per page and we have 100 pages, then the estimated number of residential listings for the entire book is 5,000. We want a sample of 1000, therefore, every 5th name should be selected.
4. The sampling interval is every 5th name, or in general every nth name. Draw a random number between 1 and n, or 5 in the case of the example. The random number determines the first sample name, e.g., assume the random number is 4, then the 4th name on page one starting at the top of the page is the first sample. The second sample name will be 4 + 5 = 9, where the interval is added to the random number. The second sample is 9 + 5 = 14, etc. Should the interval contain a fraction, say 5.5, round up to the nearest whole number.

Choosing telephone numbers where representation of geographic subareas is desired. The same procedures as given above would be used, but only after the telephone numbers have been grouped into the desired subareas. A reverse directory would be the only reasonable way to do this. With the assistance of a map, the addresses can be assigned to the desired geographic subareas. Then the sample procedures are applied for each subarea.

Identifying Questionnaire Forms. Each telephone number forming a part of the survey universe will be entered on a survey form. At the same time such related data as geographic area, etc., which are available, may be coded on the forms. An ID number should be assigned to each form, to control and identify each set of responses. Assigned in consecutive order, these numbers will contain a number of digits equal to the digits in the number of the total sample. That is, if a sample of 400 completed interviews is desired and a total sample of 800 telephone numbers is drawn, forms will be numbered from 001 to 800.

PROCESSING SURVEY RESPONSES

Although the methods for data collection may vary from one type of survey to another, the responses may generally be processed, analyzed, and documented by the same methods. Details concerning possible methods for accomplishing the processing and analyzing of data are found in Chapter 18.

SAMPLE QUESTIONNAIRE FOR CITIZEN SURVEY

CITIZEN SURVEY

ID NUMBER: ____________________

OFFICE USE: FINAL DISPOSITION ____________________

TELEPHONE NUMBER: ____________________

INTERVIEWER: ____________________

CALL RECORD

DATE	DAY	TIME AM/PM	RESULT OF CALL	COMMENTS	RESULT OF CALL
					C - Complete
					NA - No Answer
					NW - Not Working
					R/B - Refusal/Breakoff
					A - Appointment made to call back
					P/L - Physically Unable/ Language Problem
					O - Other (SPECIFY)
					____________________

(Name of library/system)

Citizen Survey
(date)

INTRODUCTION: Hello, my name is ______________________________ and I'm calling for the (name of library/system). We'd like to ask you a few questions.

(RESPONSES IN CAPS ARE NOT TO BE READ TO THE RESPONDENT.)

1.(a) Do you know the location of the public library in your community?

YES.................................. 1
NO (GO TO Q2)........................ 2

(b) (IF YES) Is it easy for you to get to?

YES.................................. 1
NO................................... 2

(c) (IF NO) Why not?

TOO FAR FROM HOME.................... 1
LACK OF TRANSPORTATION............... 2
POOR PARKING......................... 3
HOURS ARE INADEQUATE................. 4
PHYSICAL INFIRMITIES................. 5
OTHER (SPECIFY)____________________ 6

2.(a) Do you think (name of community) needs additional public libraries or other means to make library services more convenient for you?

YES.................................. 1
NO................................... 2
DON'T KNOW........................... 3

(b) (IF YES) Which one of the following means for additional services would you prefer? READ EACH ITEM.

	YES	NO	DON'T KNOW
By bookmobile.........	1	2	3
Books-by-mail.........	1	2	3
Library in or near shopping center.....	1	2	3
Something else (What?).	1	2	3

____

3. Now we'd like to ask your opinions about some possible library services.

A. What about the materials in the library?

(1) Should public libraries (lend) (provide) (SERVICE)?
(2) Does (name of library/system (lend) (provide) (SERVICE)?
CIRCLE ONE NUMBER UNDER (1) and ONE UNDER (2)

		(1) Should Provide			(2) Does Provide		
		Yes	No	D/K	Yes	No	D/K
a.	Lend paperback books?..............	1	2	3	4	5	6
b.	Lend records or cassettes?.........	1	2	3	4	5	6
c.	Lend films?........................	1	2	3	4	5	6
d.	Lend equipment to play records, cassettes or films?................	1	2	3	4	5	6
e.	Provide magazines and newspapers for use in the library?............	1	2	3	4	5	6
f.	Provide special books and magazines for business or professional people or other occupational groups?......	1	2	3	4	5	6

B. How about library programs?

(1) Should public libraries provide programs for (g THEN h)?
(2) Does (library) provide programs for?

g.	Children, such as story hours and films?............................	1	2	3	4	5	6
h.	Adults, such as films and lectures?	1	2	3	4	5	6

C. How about other library services?

(1) Should public libraries (provide) (SERVICE)?
(2) Does (library) (provide) (SERVICE)?

i.	Trained librarians to assist in finding materials or answers to questions?.........................	1	2	3	4	5	6
j.	Answer information questions on the phone?.........................	1	2	3	4	5	6
k.	Out-of-library services to the homebound?.........................	1	2	3	4	5	6
l.	Act as a referral center, directing questions about community services to the appropriate agency?.........	1	2	3	4	5	6
m.	Provide special reading instruction for illiterates and functional illiterates in the community?......	1	2	3	4	5	6

4. Among changes or additions which could be made in library services, facilities, hours of operation, or policies, which one change could you suggest which would most increase your use or satisfaction with (name of library/system) libraries? (RECORD VERBATIM AND CODE LATER)

____

____

CIRCLE ONE ONLY

NO RESPONSE	00
NO CHANGE NEEDED	01
DON'T KNOW	02
COLLECTION	
MORE BOOKS FOR ADULTS	10
MORE COPIES	11
MORE NON-PRINT	12
MORE PERIODICALS	13
MORE CHILDREN'S MATERIAL	14
OTHER __________	15
ADD SERVICES __________	20
ADD INFORMATION SERVICES	30
IMPROVE INFORMATION SERVICES	31
OTHER __________	32
INCREASE HOURS OF OPERATION	40
ADD FACILITIES	50
BOOKMOBILE SERVICES	51
ADD STAFF	60
IMPROVE STAFF	61
OTHER __________	70

5. If decreased library funding forced reductions in public library spending, which of the following actions should be considered? Should libraries. . . (READ LIST: PAUSE FOR RESPONSE AFTER EACH ITEM)

	YES	NO	DON'T KNOW
a. Reduce library operating hours	1	2	3
b. Close some branches	1	2	3
c. Eliminate bookmobile services	1	2	3
d. Reduce number of duplicate copies of popular materials purchased	1	2	3
e. Reduce number of magazine and newspaper subscriptions	1	2	3
f. Reduce number of records, cassettes, and films purchased for lending	1	2	3
g. Reduce programs for adults	1	2	3
h. Reduce programs for children	1	2	3
i. Reduce staff	1	2	3
j. Other (Specify)________________	1	2	3

6. Which one of these would you cut first?

____
ENTER LETTER ABOVE

7. Do you have a library card in your own name?

YES	1
NO	2

8.(a) Have you visited or telephoned a branch of (name of library) in the past year?

YES (Answer Q8c and go to Q9)	1
NO (Answer Q8b and go to Q11)	2

(b) (IF NO) Is there a reason for not using the library? (CIRCLE ALL GIVEN)

NO REASON GIVEN	1
LACK OF TIME	2
USE ANOTHER LIBRARY	3
LOCATION INCONVENIENT	4
HOURS INCONVENIENT	5
PARKING INCONVENIENT	6
DON'T HAVE WHAT I NEED	7
DON'T NEED A LIBRARY	8
I'M NOT A READER	9
OTHER (SPECIFY) ____________________	0

(c) (IF YES) Which branch do you use most frequently? CIRCLE ONLY ONE

(List branches)

9. (IF YES) What is your single most important purpose for using the (name of library/system)? (READ LIST. PAUSE FOR RESPONSE. CIRCLE ONE ONLY)

For information or materials related to school	1
For information or materials related to job/career	2
For information related to personal interest or needs	3
To acquire reading materials for leisure time use	4
To acquire other materials for leisure time use	5
OTHER (SPECIFY) ____________________	6

10.(a) (IF YES) Are you generally satisfied with the hours, facilities, collections, and services provided by (name of library/system)?

YES	1
NO	2

(b) (IF NO) Why not? ____________________

11.(a) Do you regularly use any library other than a (name of library/system) branch?

YES	1
NO...(GO TO PERSONAL INFORMATION)	2

(b) (IF YES) What other libraries do you use? READ. PAUSE FOR RESPONSE

	YES	NO
a. Another public or public-type library	1	2
b. A school or academic library	1	2
c. A special library	1	2

(c) (IF ANOTHER PUBLIC OR PUBLIC-TYPE LIBRARY WAS CITED) Why do you use this library? (PROBE FOR MAIN REASON. RECORD, THEN CODE. CIRCLE ONE ONLY) ______________________________

CONVENIENT TO MY PLACE OF WORK	1
MORE CONVENIENT TO MY HOME	2
HAS NEEDED MATERIALS NOT AVAILABLE AT (NAME OF LIBRARY/SYSTEM)	3
AM ACCUSTOMED TO USING THIS LIBRARY	4
OTHER (SPECIFY) ____________	5
NOT CITED	9

PERSONAL INFORMATION

A. Would you tell me please, what is the highest grade of school you have completed? (RECORD, CODE LATER)______________

	CIRCLE ONE	
GRADE COMPLETED	AGE UNDER 25	AGE 25+
LESS THAN 8 YEARS	01	02
9-11 YEARS	03	04
HIGH SCHOOL GRADUATE	05	06
13-15 YEARS	07	08
16 YEARS	09	10
17+ YEARS	11	12
NO RESPONSE	88	89

B. What is your age? Are you (READ)

UNDER 19	1
19-24	2
25-54	3
55+	4
REFUSED	5

C. How long have you lived in (name of community)?

YEARS	CIRCLE ONE
ALL MY LIFE	1
LESS THAN 5 YEARS	2
5-10 YEARS	3
11-25 YEARS	4
MORE THAN 25 YEARS	5

D. What is your zip code? ____________________

E. Sex (ASK ONLY IF NOT SURE)

MALE	1
FEMALE	2

Thank you for answering our questions. Do you have any other comments or suggestions you would like to make regarding (name of library/system) libraries? RECORD VERBATIM

CHAPTER 16

The Student Survey

VALUE OF THE STUDENT SURVEY

With the cooperation of the local school system, valuable information about information needs and library uses may be obtained from students. Because the student survey is designed to be conducted in the schools by means of a written questionnaire, the effort required to conduct the survey is minimized and its principal cost is in processing the results.

A number of benefits are to be gained from a student survey:

1. During the period for which planning is underway, some of these students will become adult working members in the community.
2. Most young people's library use drops sharply after they complete school if they have not developed patterns of library use unassociated with school work.
3. In cooperation with the school system, school and public libraries have the opportunity to develop in young residents an awareness of the range of library services available, and the skills to use them. This improved awareness may spread to other members of the family.
4. Better understanding of the needs of this age group improves the library's ability to serve them.
5. The use of non-print materials in the schools is increasing, and the priorities of print and non-print collections in public libraries may

need to be re-assessed in terms of the needs of the new generations.

6. The survey will also provide valuable planning information to the school system for evaluating materials and services in school libraries and media centers.

METHOD

In many communities, all school systems in the area, public, private, and parochial, may wish to participate in the student survey. In some cases it may be desirable to survey lower grades as well as secondary school students. While most of the discussion in this chapter is aimed at a survey of the latter, two sample questionnaires are provided at the end of this chapter, one for students at the sixth grade level, and one for the eleventh grade.

If more than one grade level is to be included in a student survey, each should be treated as a separate survey, with separate questionnaires and with each sample of respondents drawn separately. Although generally the same information will be covered, some questions, particularly concerning school-related use of the public library, may be varied. It is important that in every case questions be of the appropriate reading level (the sample sixth grade questionnaire is designed for a fourth grade reading level, and the eleventh grade questionnaire for an eighth grade reading level), and teachers may be asked to review draft questionnaires for that purpose.

It is recommended that the student survey be based on a written questionnaire to be administered within the school setting and in regularly scheduled classes. Teachers should be briefed on the purposes of the survey and the intent of questions, as well as on the interpretation of specific questions. This method of conducting the survey provides a high rate of response, since it is unlikely that many of the students will refuse to complete a questionnaire, but it must be anticipated that the total response within questionnaires will be somewhat less. Other surveys of this type have shown students to be generally cooperative, but careful editing of responses, skip patterns, and the like will nevertheless be necessary.

The decision to conduct a student survey must be made jointly with the school system(s). It would be wise to establish at the outset any needs for brief follow-ups during later cycles of the planning process. Because of the value of the information for the school system as well, with little cost on their part, such cooperation is usually easy to get.

Once the basic decision to conduct the survey has been made, the preliminary planning committee, in discussions with local educators, must also decide:

1. The types (public, private, parochial) of schools to be included.

2. The school levels (elementary, intermediate, secondary) to be sampled.
3. Whether follow-up in future planning cycles should be limited to one level or grade.
4. Whether multiple grades are to be sampled within these levels, or just a single grade.
5. Whether the sample should be based on all schools, or only a few.
6. Whether the students sampled should be randomly drawn from the student body, or should entire classes, chosen to provide a representative sample of that student body be selected. (Classes which include all learning levels within the grade, such as gym classes, are usually preferred.)

These decisions must be based on both the scope of effort projected, and on the realities of the local school system(s). Among secondary school students, if there is a heavy dropout rate after the age of sixteen, all levels may be sampled initially, with follow-up geared to the pre-drop level. What are the differences among schools? Are there enough similarities that schools might be clustered, with samples drawn from each cluster, or must all schools be sampled? (This will also influence whether multi-levels or single grade levels should be sampled.) Finally, are students randomly assigned to classes, or is there any tracking or other deliberate segregation in class assignments?

Choosing the Sample(s)

If a single grade level is to be surveyed, and data analyzed for all respondents at once, rather than subdivided, such as by geographical area or individual school, a minimum of 400 completed surveys is necessary. If multiple grade levels are surveyed, at least 300 completed forms should be collected for each grade level.

Where schools are to be sampled by geographic areas, a minimum of 600 responses for each grade level surveyed are needed, divided according to the proportion of total students in the grade level in each area. For example, if both sixth and eleventh grade students in the community are to be surveyed, and area A contains 20 percent of all sixth grade students and 30 percent of all eleventh grade students, at least 120 completed sixth grade forms, and 180 completed eleventh grade forms would be collected from area A.

Similarly, the sample should be divided by the proportion of total students in each type of school system, if all types are included in the survey. For example, parochial schools educate 30 percent of all sixth graders in a community, and 5 percent of all eleventh grade students. Parochial schools would then collect at least 180 completed sixth grade questionnaires and 30 completed eleventh grade forms.

Where surveys are administered in more than one kind of school and more than one area, the library must first determine the total number of students in each level in each type of school, and then the proportion of students within that type of school which is found in each area. For example:

	Type of School			
	Public	Private	Parochial	Total
Number of sixth graders by Area				
Area A	500	75	200	775
Area B	400	-	100	500
Area C	200	25	50	275
Area D	300	-	150	450
Total number of sixth grade students	1400	100	500	2000
Minimum number of questionnaires to be collected	420	30	150	600
Number of sixth grade forms to be collected in				
Area A	150	23	60	233
Area B	120	-	30	150
Area C	60	8	15	83
Area D	90	-	45	135
Total number of forms to be collected	420	31	150	601
Number of eleventh graders by Area				
Area A	445	-	300	745
Area B	395	-	-	395
Area C	170	-	-	170
Area D	290	-	-	290
Total number of eleventh grade students	1300	-	300	1600
Minimum number of eleventh grade forms to be collected	486	-	114	600
Number of eleventh grade forms to be collected in				
Area A	166	-	114	280
Area B	148	-	-	148
Area C	64	-	-	64
Area D	108	-	-	108
Total number of forms to be collected	486	-	114	600

The sample size from private schools for the sixth grade, in this example, is not large enough to break out any data on sixth grade responses for private schools. The sample should include all 100 of the sixth graders in private schools if the analysis is to treat each type of school separately.

It is likely that decisions concerning the specific schools and classes to be included in the sample will be made by the school administrators. The committee or data coordinator must be careful to insure that schools and classes chosen are representative.

QUESTIONNAIRE DESIGN

The data coordinator and planning committee or subcommittee should work with representatives of the school libraries or media centers on the development of the questionnaire, which should consider the needs of both groups. In addition, some of the questions asked should be comparable to those used in the citizen survey for comparison and contrast. Local issues for either the public library or the school libraries could be added.

Personal Information

Little or no additional personal information about students may be desired. Students are already characterized by grade and type of school. Since there is relatively little difference in age at grade levels, this question is generally not needed. Sex of the student, however, could be useful in analyzing patterns of library use at the grade level, since it appears to be related to use patterns of adults. If sex is to be determined, the surveyors must find out the percentages of males and females in the survey universes, to determine whether the respondents are representative of the total universe.

Race, if needed, may also be added.

Defining secondary school students by other characteristics. Questions about school performance can be asked of secondary school students:

What kind of grades do you get in school? CHECK ONE ONLY

_____(1) All A's
_____(2) Mostly A's
_____(3) Mostly B's
_____(4) Mostly C's
_____(5) Mostly D's
_____(6) Below D

This question may be used to characterize respondents as average, above average, and below average students, in order to determine patterns of library use for each group.

Similarly, school programs may be used to characterize secondary school students, if desired:

What program of study are you following in high school? CHECK ONE ONLY

_____(1) General
_____(2) Commercial
_____(3) College prep
_____(4) Work/Study
_____(5) Vocational
_____(6) Other (What?)_________

Or, secondary school students could be asked to define their future goals:

What do you intend to do when you finish high school? CHECK ONE ONLY

_____(1) I do not intend to finish high school
_____(2) Go on to community college
_____(3) Go on to four year college
_____(4) Take technical training
_____(5) Take a job (what kind?)______________________________

Students may also be characterized on the basis of family characteristics:

1. Educational levels of parents
2. Occupations of parents
3. Family income
4. Number of siblings

If such questions are asked, one must be prepared for a substantial level of "Don't Know" responses, especially among the lower grades. Be sure there is a defined purpose for asking for any personal information.

Use of Public and School Libraries and Services

Use of the public library by students and parents may be explored in questionnaires for both sixth and eleventh grade students. Other questions which may be directed to both groups include:

1. Who usually accompanies the student to the library.
2. The service outlet usually used.
3. Materials and services sought at the public library.
4. Preferences for paperbacks versus hardcovers.
5. Sources of materials used for:
    a. School work
    b. Leisure time
6. Whether or not public library should be open on school holidays.
7. Impact of librarian visits to schools.
8. Attitudes toward library use.
9. Need for more library use in education.

Sample questions are illustrated in the two questionnaires which follow this chapter.

Other questions included in the sample questionnaires may apply to only one school level. For example:

Questions about class visits to the public library should only be asked of elementary school students since such visits are usually made by their classes.
Questions concerning sources of career information are appropriate at the secondary level.

Additional areas which are best explored only at the secondary level are:

Preferences for library locations.
General satisfaction with libraries and reasons for dissatisfaction.

Some additional questions, not included in the sample questionnaires, which may be of interest for planning, include the following:

1. Number of books read for recreation within the past month. This may be compared with the citizen survey, with some adjustment in the time covered. Especially for sixth grade students, one year is too long a time for the student to report on. Example:

   How many complete books have you read for fun in the last month?

   _____(1) None
   _____(2) One
   _____(3) 2-5
   _____(4) 6-10
   _____(5) More than 10

2. Frequency of library use. This may be asked for both school and public libraries, and is particularly useful where data are not collected for student age groups in the user survey, but add "At least one a week." Example:

   How often do you use the school and public libraries? CHECK ONE ANSWER UNDER SCHOOL LIBRARY AND ONE UNDER PUBLIC LIBRARY

	(a) School Library or Media Center	(b) Public Library
(1) At least once a week	_____	_____
(2) At least once a month	_____	_____
(3) 6-11 times each year	_____	_____
(4) 1-5 times each year	_____	_____
(5) Less than once a year	_____	_____

3. Kinds of materials used or borrowed. This may be asked for both school and public libraries and the answers compared. Example:

What do you use in the library or borrow from school libraries and public libraries? CHECK ALL OF THE KINDS OF MATERIALS THAT YOU USE OR BORROW FROM EACH.

	(a) School Library or Media Center	(b) Public Library
(01) Encyclopedias	____	____
(02) Other reference materials	____	____
(03) Ficton	____	____
(04) Biographies	____	____
(05) History	____	____
(06) Science	____	____
(07) Other non-fiction	____	____
(08) Paper backs	____	____
(09) Comic books	____	____
(10) Magazines	____	____
(11) Records	____	____
(12) Cassettes	____	____

(Choose the categories in which you have an interest.)

4. Relative amount of use of school and public libraries, for school-related and recreational use. Example:

If you need to use a library for study or homework assignments, are you more likely to use? (CHECK ONE)

_____(1) The school library or media center
_____(2) The public library
_____(3) Don't use either

When you borrow books or magazines to read for fun, where are you most likely to go to borrow them? (CHECK ONE)

_____(1) The school library or media center
_____(2) The public library
_____(3) Don't use either

5. Sources of information used. This question would be appropriate only for secondary school students, but could be phrased to make possible comparsions with the citizen survey, by combining some responses. Example:

When you have a problem or question, where do you usually go for help or information? CHECK ALL THAT APPLY

_____(a) Look up answers in books, magazines, or other print materials
_____(b) Ask a parent
_____(c) Ask brother/sister
_____(d) Ask other relative
_____(e) Ask a friend
_____(f) Ask a neighbor
_____(g) Ask a teacher or principal
_____(h) Ask a doctor, minister, or other professional person
_____(i) Call a hotline
_____(j) Go to the school library or media center for help
_____(k) Go to the public library for help
_____(l) Go somewhere else (where?)____________

Local Issues

Although no local issue questions have been included in the sample questionnaire, issues on which the public or school library would like student response may be constructed along the same lines as such questions in the citizen survey. Although the identical question may be asked, if desirable, be sure that the question clearly states that it is about the public library only. School issue questions should also be clearly identified.

CODING AND PROCESSING RESPONSES

Each questionnaire should be assigned an ID number made up of the following elements:

1. Geographic area. Geographic subareas used for analysis in the citizen survey may be used. List the geographic areas, and assign a one digit number to each.
2. School designation. If multiple types of schools are included, assign a number to each. Particular schools within types may be designated by additional numbers if the number of respondents from each is enough to provide individual analysis for each school.

ID Number 21-3-08

PLEASE CHECK OR COMPLETE AS INDICATED

1. Name of school

____(11) Central City Senior High
____(12) J. B. Smith Senior High
____(13) North County Junior High
X (21) M.F. Adams Senior High
____(22) Brunswick Junior High
____(23) South County Senior High

2. Grade in school

___(1) Ninth
___(2) Tenth
X (3) Eleventh
___(4) Twelfth

3. Sex

___(1) Female
___(2) Male

4. Race (Optional)

___(1) Asian
___(2) Black
___(3) Indian
___(4) Spanish surname
___(5) White
___(6) Other__________

Figure 23. CODING ELEMENTS OF ID NUMBERS

3. Grade level. If multiple grade levels are being surveyed, the third element should represent the grade level. This should be a two digit number (01-12) using the actual grade.
4. The identification number for the individual survey form.

The appropriate data should appear at the top of the first page of the form. ID numbers can then be recorded in the upper left hand corner during editing. An example of this is shown in Figure 23, where two regions are designated, with three schools sampled in each. In the example illustrated, where multiple grades in the secondary level are being surveyed, the ID number is 21-3-08: the two represents the region; one, the specific school within the region; three the eleventh grade; and 08 the individual form number.

As noted earlier, forms should be carefully edited and incomplete ones reviewed to determine whether data should be included or deleted. If a substantial number of questionnaires are incomplete, compare the personal information provided on complete and incomplete questionnaires to determine whether or not respondents are similar to non-respondents. In this case it is also important that on all questions the total number (or percent) of responses is calculated.

Data can be tabulated manually or keypunched for mechanical sort or computer tabulating. In the sample surveys, responses have been coded with numbers or letters as follows. Responses are numbered when a single answer is permitted. Where multiple responses are permitted, categories have been given a letter designation. During editing it will be necessary to add a number code for each letter category:

1 = Item checked
2 = Item not checked

Multiple parts with several possible answers have both letter and number designations, as:

	Yes	No	Don't know
a. School library	___	___	___
b. Public library	___	___	___

In this case, the appropriate number response will be added during editing.

When forms are manually tabulated, numbers are not necessary and this step may be eliminated.

Data will be coded and processed in the same manner as that from the citizen survey. (See Chapter 18.)

ANALYZING DATA AND COORDINATING WITH FINDINGS OF CITIZEN SURVEY

Where a student survey is planned, the minimum age level of people included in the citizen survey may be raised to 18 or 19, so that the student survey extends rather than overlaps the resulting data. It may be of interest, however, to compare findings on some questions for students with the citizen survey. For the most part, the student group will be analyzed as a complete subset of the community. Suggestions of possible useful comparisons between the two groups would include:

Frequency of use of the public library
Priorities for service reductions
Most important sources of materials used
Most important sources of information used
Level of awareness of library services
Personal importance of public library to respondents
Satisfaction with library services
Attitudes toward libraries

Although some questions may be compared directly, in some cases it will be necessary to collapse categories to make comparisons possible. For example, in frequency of use, the first two categories "At least once a week" and "at least once a month" can be combined. Or, in sources of information used, (b) (c) and (d) may be combined to compare with the citizen survey category "ask a relative"; (g) and (h) combined to compare with "ask an appropriate authority or agency", and (i) might be compared with use of "another library or information service". Check "other" responses to insure that they are fitted into the proper comparable category. For example, if a college library is cited, this should be combined with (i) for comparison with citizen categories, etc.

Reporting Findings

Findings of the public library portion of the student survey should be presented to the planning committee at the same time as the citizen survey. Comparisons with school library findings should be presented when they have implications for evaluating the public library relative to school libraries, or for determining possible changes in the role of the library in the community.

All findings (annotated forms and analytical tables) should also be provided to appropriate school authorities. Cross-tabulation analyses should include school library responses. School authorities should also be allowed to use the data base for additional analysis, if desired.

SAMPLE QUESTIONNAIRE FOR STUDENT SURVEY

(Name of Library/System)

______________ ID Number

STUDENT SURVEY
6th Grade

The (name of library/system) is conducting a study to make better plans for the future. As part of the study, we would like to get your views.

CHECK OR COMPLETE AS INDICATED

A. What is your sex? ______(1) Male ______(2) Female

1. Have you used the public library during the past 12 months?

______(1) Yes
______(2) No

2. How often do your parents use the public library?

______(1) Often
______(2) Sometimes
______(3) Never
______(4) I don't know

3. With whom do you usually come to the library? CHECK ONLY ONE

______(1) I don't go to the library
______(2) I usually come alone
______(3) I usually come with members of my family
______(4) I usually come with friends

4. Have you ever visited the public library with your class?

______(1) Yes (In what grade or grades?) ________________
______(2) No
______(3) I don't remember

5. Was this class visit your first visit to the public library?

______(1) Yes
______(2) No
______(3) I have not visited with my class
______(4) I don't remember

6. Did you check out any books on your class visit?

______ (1) Yes
______ (2) No
______ (3) I did not visit with class

7. Did you go back to the public library on your own after your class visit?

______ (1) Yes
______ (2) No
______ (3) I did not visit with class

8. Which public library do you usually use? CHECK ONLY ONE (List the branches or outlets numbering them in order. If there are more than 9 categories begin with 01. Be sure to include bookmobile if that service is available. Use of other public libraries may be included by adding "_____ ( ) Another public library (where?)__________".)

9. What do you want to find when you go to the public library? PLEASE ANSWER EACH ONE.

	(1) Yes	(2) No	(3) I'm Not Sure
a. Books	______	______	______
b. Records	______	______	______
c. Cassettes	______	______	______
d. Films to borrow	______	______	______
e. Films to use at the library	______	______	______
f. Magazines	______	______	______
g. Newspapers	______	______	______
h. Filmstrips to borrow	______	______	______
i. Filmstrips to use at the library	______	______	______
j. A place to listen to records	______	______	______
k. Movie programs	______	______	______
l. Reading clubs	______	______	______
m. Games to play within the library	______	______	______
n. A quiet place to study	______	______	______
o. Materials to help me with my homework	______	______	______
p. Librarians to help answer questions	______	______	______
q. Something else? (What?)______________________	______	______	______

10. Would you rather read paperback books or hardback books?

______ (1) Hardback books
______ (2) Paperback books
______ (3) It doesn't matter to me

11. Where do you get the books you read for school work? CHECK ALL THE PLACES YOU GET THEM.

______(a) I buy them or my family buys them
______(b) I borrow them from friends
______(c) I get them as gifts
______(d) I get them at the school media center or library
______(e) I get them from my teacher
______(f) I borrow them from the public library
______(g) Someplace else (where?) ______________________

12. Where do you get the books you read for fun? CHECK ALL THE PLACES YOU GET THEM.

______ (a) I don't read for fun
______ (b) I buy them or my family buys them
______ (c) I borrow them from friends
______ (d) I get them as gifts
______ (e) I get them at the school media center or library
______ (f) I borrow them from the public library
______ (h) Someplace else (where?) ______________________

13. Do you use records or cassettes more often? CHECK ONE ONLY

______ (1) Records
______ (2) Cassettes
______ (3) I don't use either

14. Where do you get the records you use? CHECK ALL THE PLACES YOU GET THEM.

______ (a) I don't play records
______ (b) I buy them or my family buys them
______ (c) I borrow them from friends
______ (d) I get them as gifts
______ (e) I get them at the school media center or library
______ (f) I borrow them from the public library
______ (g) Someplace else (where?) ______________________

15. Where do you get the cassettes you use? CHECK ALL THE PLACES YOU GET THEM.

______ (a) I don't play cassettes
______ (b) I buy them or my family buys them
______ (c) I borrow them from friends
______ (d) I get them as gifts
______ (e) I get them at the school media center or library
______ (f) I borrow them from the public library
______ (g) Someplace else (where?) ______________________

16. Should the public library be open on school holidays?

______ (1) Yes
______ (2) No
______ (3) I don't know

17. Has a librarian from the public library ever visited your class?

______ (1) Yes (in what grade or grades?) ______________________
______ (2) No
______ (3) I don't remember

18. What did the librarian do on the visit? CHECK ALL THE THINGS THE LIBRARIAN DID.

______ (a) Librarian did not visit my class
______ (b) Talked about books
______ (c) Talked about the library
______ (d) Showed a film or filmstrip
______ (e) Gave a puppet show
______ (f) Brought books for me to take home
______ (g) Gave a slide show with music
______ (h) I don't remember
______ (i) Something else (what?) ______________________________

19. Check all of the things you did because of the librarian's visit to your class. CHECK AS MANY AS YOU DID.

______ (a) The librarian did not visit my class
______ (b) I went to the public library
______ (c) I checked out books at the public library
______ (d) I attended a program, such as movies, at the public library
______ (e) Nothing
______ (f) I asked for help with school assignments at the public library
______ (g) I told a friend about the librarian's visit
______ (h) I got my first library card
______ (i) I used books in the library, but I did not check them out
______ (j) I knew how to use the library better
______ (k) Something else (what?) ______________________________

20. Which of the following statements about the public library are true for you? PLEASE CHECK TRUE OR FALSE FOR EACH ITEM BELOW.

	(1) True	(2) False
a. I don't go to the library because I don't have enough time	______	______
b. I go to the library to do homework	______	______
c. The library is not open the hours I want to use it	______	______

		(1) True	(2) False
d.	I go to the library to meet friends	______	______
e.	The library is too far from my home	______	______
f.	The library is too far from my school	______	______
g.	My family won't let me go to the library alone at night	______	______
h.	I have no way to get to the library	______	______
i.	The library doesn't have the material I want	______	______
j.	I don't really know very much about the public library or its services	______	______

21. Do you think you need to know more about libraries and how to use them?

		(1) Yes	(2) No	(3) Don't know
a.	School library/media center	______	______	______
b.	Public library	______	______	______

Thank you. We hope to see you at the library soon.

SAMPLE QUESTIONNAIRE FOR STUDENT SURVEY

(Name of Library/System) _______________

ID Number

STUDENT SURVEY
11th Grade

The (name of library/system) is conducting a study to make better plans for the future. As part of the study, we would like to get your views.

CHECK OR COMPLETE AS INDICATED

A. What is your sex? ______(1) Male ______(2) Female

1. Have you used the public library during the past 12 months?

______(1) Yes
______(2) No

2. With whom do you usually come to the library? CHECK ONLY ONE

______(1) I don't go to the library
______(2) I usually come alone
______(3) I usually come with members of my family
______(4) I usually come with friends

3. How often do your parents use the public library?

______(1) Often
______(2) Sometimes
______(3) Never
______(4) I don't know

4. Which public library do you usually use? CHECK ONLY ONE (List the branches or outlets numbering them in order. If there are more than 9 categories begin with 01. Includes bookmobile if available. Add the category: _____( ) "Another public library (where?) ________.")

5. What do you want to find when you go to the public library? PLEASE ANSWER EACH ONE.

	(1) Yes	(2) No	(3) I'm Not Sure
a. Books	______	______	______
b. Records	______	______	______
c. Cassettes	______	______	______
d. Films to borrow	______	______	______
e. Films to use at the library	______	______	______
f. Magazines	______	______	______
g. Newspapers	______	______	______
h. Filmstrips to borrow	______	______	______
i. Filmstrips to use at the library	______	______	______
j. Career information	______	______	______
k. College catalogs	______	______	______
l. A place to listen to records	______	______	______
m. Movie programs	______	______	______
n. Reading club	______	______	______
o. Materials to help you with your homework	______	______	______
p. A quiet place to study	______	______	______
q. Librarians to help answer questions	______	______	______
r. Something else? What? ______________________________	______	______	______

6. Would you rather read paperback books or hardback books?

______(1) Hardback books
______(2) Paperback books
______(3) It doesn't matter to me

7. Where do you get the information you need to help you decide what kind of a job or career you want when you finish school? CHECK ALL THAT APPLY

______(a) I don't look for information about jobs or careers
______(b) Books or magazines
______(c) TV or radio
______(d) School guidance office
______(e) Teacher
______(f) Friends
______(g) Relatives
______(h) Another person
______(i) School media center or library
______(j) Public library

8. Where do you get the books you read for school work? CHECK ALL THAT APPLY.

______(a) I buy them or my family buys them
______(b) I borrow them from friends
______(c) I get them as gifts
______(d) I get them at the school media center or library
______(e) I get them from my teachers
______(f) I borrow them from the public library
______(g) Someplace else (where?) ______________________________

9. Where do you get the books you read for fun? CHECK ALL THAT APPLY.

______(a) I don't read for fun
______(b) I borrow them from friends
______(c) I get them as gifts
______(d) I get them at the school media center or library
______(e) I borrow them from the public library
______(f) Someplace else (where?) ______________________________

10. Do you use records or casettes more often? CHECK ONE ONLY

______(1) Records
______(2) Cassettes
______(3) I don't use either

11. Where do you get the records you use? CHECK ALL THAT APPLY.

______(a) I don't play records
______(b) I buy them or my family buys them
______(c) I borrow them from friends
______(d) I get them as gifts
______(e) I get them at the school media center or library
______(f) I borrow them from the public library
______(g) Someplace else (where?) ______________________________

12. Where do you get the cassettes you use? CHECK ALL THAT APPLY.

______(a) I don't play cassettes
______(b) I buy them or my family buys them
______(c) I borrow them from friends
______(d) I get them as gifts
______(e) I get them at the school media center or library
______(f) I borrow them from the public library
______(g) Someplace else (where?) ______________________________

13. Where do you think is the best place for a public library? CHECK ONE ONLY

______(1) Near a shopping center
______(2) Near a school
______(3) It doesn't matter to me
______(4) Someplace else. (where?) ______________________________

14. Should the public library be open on school holidays?

______(1) Yes
______(2) No
______(3) I don't know

15. Has a librarian from the public library ever visited your class?

______(1) Yes (In what grade or grades?) ________________________
______(2) No
______(3) I don't remember

16. What did the librarian do on the visit? CHECK ALL THAT APPLY.

______(a) Librarian did not visit my class
______(b) Talked about books
______(c) Talked about the library
______(d) Brought books for us to take home
______(e) Gave a slide show with music
______(f) Something else (what?) ______________________________

17. Check all of the things you did because of the librarian's visit to your class. CHECK ALL THAT APPLY.

______(a) Librarian did not visit my class
______(b) I went to the public library
______(c) I checked out books at the public library
______(d) I attended a program, such as movies, at the public library
______(e) Nothing
______(f) I asked for help with school assignments at the public library
______(g) I told a friend about the librarian's visit
______(h) I got my first library card
______(i) I used books in the library, but I did not check them out
______(j) I knew how to use the library better
______(k) Something else (what?) ______________________________

18. Which of the following statements about the public library are true for you? PLEASE CHECK TRUE OR FALSE FOR EACH ITEM BELOW.

		(1) True	(2) False
a.	I don't go to the library because I don't have enough time		
b.	I go to the library to do homework		
c.	The library is not open the hours I want to use it		
d.	I go to the library to meet friends		
e.	The library is too far from my home		
f.	The library is too far from my school		
g.	My family won't let me go to the library alone at night		
h.	I have no way to get to the library		
i.	The library doesn't have the material I want		
j.	I don't really know very much about the public library or its services		

19. Do you think you need to know more about libraries and how to use them?

		(1) Yes	(2) No	(3) Don't Know
a.	School library/media center			
b.	Public library			

20. Are you generally satisfied with the materials and services available to you at the libraries you use? CHECK ONE FOR EACH

		(1) Yes, satisfied	(2) No, dissatisfied	(3) Don't use
a.	School library/media center			
b.	Public library			

Do you have any comments, criticisms, or suggestions you would like to make about (name of library/system) libraries?

Thank you. We hope to see you at the library soon.

CHAPTER 17

The User Survey

The primary purpose of an in-library or user survey is to determine who uses the library, how much, and for what, and to ask users about their attitudes toward and perceptions of the library. While general questions about library use are asked in the citizen and student surveys, this one specifically asks which services the user has used, and how successfully.

QUESTIONNAIRE DESIGN

The questionnaire must be brief, but should include:

Convenience of the library
Reasons for using a particular branch
Materials and services used
Evaluation of library services and priorities
Use of other libraries
Characteristics of the user

Local issues, such as adding or discontinuing specific services, can also be included. The brief sample questionnaire presented at the end of this chapter is designed as a self-administered form, although it can be used for personal interviews if desired. Pre-coded responses are provided wherever possible, to save both respondent and processing time.

Library Convenience and Branch Use

Ease of access is important in all libraries, whether they have a single service outlet or many. The survey should ask about the convenience of location and hours and the need for added facilities or hours. If the library has branches, users should be asked why they use the ones they do. Questions 1 through 4 in the sample questionnaire are designed to provide this data.

1. Is the library conveniently located? This question may also be asked in terms of time required to get to the library, or transportation used, but since convenience is subjective, the direct question ("Is it easy for you to get to this library?") is used in the sample questionnaire. If it is important to know why the library is not convenient, an additional question about time, distance, transportation, and physical infirmities may be added.

The responses should be broken down by the different branches and geographical areas. Which areas of the community find the library the least convenient? This information should also be compared with the findings of the citizen survey. The respondents in this survey are visiting the library, whereas inconvenient access may actually be barring use by some non-users. How do users and non-users compare in both reported ease of access and reasons for inconvenience?

2. Are additional service points needed, and what kind? In areas of substantial population growth, as well as those with shifting population densities, the prospect of opening and closing outlets becomes important to planning. Do users want additional facilities? How do their attitudes toward need for and methods of providing service compare with citizens in general, and particularly non-users?

3. Why do people use the branches? Where there is only one public library facility in a community, this question is obviously not needed. With multiple facilities, however, the reasons why people use a particular branch are of interest. Most of the respondents may indicate that they use the facility because it is close to home or job. What percentage use it for other reasons, and what reasons?

4. Are library hours convenient? Obviously this group can visit the library during its current hours, but, in general, the schedule may be more convenient for the staff than for the bulk of users. How do the desires of users compare, in this respect, with the expressed wishes of non-users? Would a change in hours encourage some non-users to visit the library, or would it only shift the attendance patterns of current users? Which groups are least well-served by current hours? Do the findings warrant some experimentation with hours, or perhaps simply more publicity about the library's current hours?

In general, what changes do users and citizens feel are necessary to improve library convenience?

Use of Services and Materials

Purpose. In the sample questionnaire, users are asked the single most important reason they use the library. This establishes their own service priorities and relates to the kinds of services and materials used and levels of satisfaction.

Those who are using the library to find specific information, particularly where it is school- or job-related, generally prefer a wide range of titles and more immediate availability of materials. Their in-library use of materials and services tends to be greater than that of recreational users, who may borrow more materials, and want more duplicate copies of popular materials rather than the wider range of titles.

In systems with a large central facility and small branches, information users frequently represent a substantially larger proportion of total users at the central facility than at branches, and make up a large proportion of those who do not use the branch closest to their home or job. Information users are also more likely to use other libraries, particularly academic and special libraries, but also other public libraries with good reference and non-fiction collections.

The disclosed purposes for use are important in several ways; they indicate both the demands on the library and user expectations of it. This information may be useful in determining where the library should go and for evaluating its current directions. If the library or branch is used primarily for leisure time materials, is this because materials access or the level of information services provided have been inadequate?

Frequency. This question (number 6 on the sample questionnaire) should be stated similarly on the citizen and student surveys, as well. The percentage of total respondents reporting on the user survey that they are regular users, however, will be very high, since the number of regular users in the library on a given day is necessarily very much higher than that of occasional or infrequent users. Frequent users are more likely to be surveyed. The result is that frequency data from the user survey is primarily used for comparisons, that is, what services are most likely to be used by regular users, by occasional users? What brings the infrequent user to the library? And so forth.

Library activities. Users are asked to list all of their activities in the library on the current visit (Question 7). Do people visit the library for a single purpose, such as picking up materials, or do they engage in other activities while they are there? If the primary reason for visiting the library is to borrow books, do they use the catalog? Ask for help? What activities not related to book-borrowing were also carried out? What percentage of all users utilize various library servies?

Number and types of materials borrowed. The proportion of circulation of specific types of materials may be determined by asking users to record the number of various items they are checking out. (It could be collected directly by asking circulation staff to keep a count.) This data will also indicate the total percentage of all respondents borrowing materials on their visits. The average number and range of materials borrowed by different subgroups can also be determined.

If the library desires additional breakdowns on the types of materials most frequently used, this question can also be asked in one of two ways:

a. What kinds of materials do you use or check-out most frequently?
b. What kinds of materials did you check out today? CHECK ALL THAT APPLY.

On a recent survey using question (a), people were asked to list no more than five (to simplify the analysis), and an average of four items were listed. Question (b) may provide more accurate information, since it reflects actual use rather than beliefs.

The pre-coded categories should reflect the information that the planners need. Specifically, users may be asked about subject areas and/or physical format (paperbacks, hardcovers, cassettes, and so on). To avoid confusion, it's generally best to use two questions, if the committee is interested in both these areas.

Frequencies of answers on these questions can be analyzed by user characteristics in terms of:

Fiction vs. non-fiction use
Most popular fiction type
Most popular non-fiction subject
Relative proportions of print/non-print use
Most used materials by subject and format
Use of non-print materials

Satisfaction

Users are asked to indicate which of a list of collections and services they use, and whether they are satisfied with them. This question provides an approximation of use of particular materials or services by various groups, as well as indicating their satisfaction or dissatisfaction with what the library offers. Satisfaction is heavily dependent on expectations. Are rankings similar in "poor" branches and in "good" branches? What are the characteristics of persons providing different rankings? If a question is asked about other libraries, how do the rankings compare for those who use other libraries and those who use only the one library?

People are asked to explain any ratings of not satisfied (Question 10, sample questionnaire). Identification of areas of dissatisfaction as well as the reasons for it are important in planning for better service. The reasons may be coded for further analysis, or listed verbatim for the planning committee.

Availability of Materials

Questions 11 through 18 on the sample questionnaire measure the availability of materials, as well as users' patterns of search, and their use of services such as reserves and interlibrary loan. Those who don't pursue unsuccessful searches are asked why.

Respondents are also asked to list the specific titles, authors, or subjects of the items not found. At the end of each sampling period (or periodically during the day) reference librarians are asked to check the items reported unfound and write in the margin of the questionnaire a three digit code reflecting:

1. Whether the item is owned by the branch (in catalog or shelf list):

   Codes
   1. Owned by branch
   2. Not owned by branch

2. Whether the item was available in the branch:

   Codes
   0. Not owned by branch
   1. Item on the shelf in its proper place
   2. Item not on the shelf
   3. Item misfiled on shelf

3. Whether the item is held at another branch in the system:

   Codes
   0. Owned by this branch only
   1. Owned by another branch
   2. Not held in the system

For example, the code for an item which is owned only by the branch but not on the shelf would be 1-2-0.

From this it is possible to estimate:

1. The percentage of users who seek specific titles.
2. The percentage of borrowers who do not seek specific titles (see Question 8).
3. The proportion of total items sought which are not found (items checked out Question 8, plus items not found).
4. The percentage of specific titles sought which are found.
5. The percentage of items not found which are owned by the branch; held in the system; not owned.

6. The proportion of materials unfound which are available, unavailable, or misfiled when sought.

All of this data can also be compared by user characteristics (who is most likely to find or not find items). In addition, comparisons can also be made among groups in terms of search patterns, and use or non-use of staff and auxilliary services.

Additions and Reductions

Question 21 on the sample questionnaires gives users the opportunity to express their desires for added services. The option of no change also affords planners information on how many users are satisfied with the library as it is.

Questions 22 and 23 ask where users prefer that cuts should be made, if needed. These questions should be the same as those asked on the citizen and staff surveys, so that findings may be compared. They provide some measure of what the public feels are low-priority library services.

Use of Other Libraries

Questions similar to those in the citizen survey concerning use of other libraries may also be asked of library users. This question identifies those who utilize other public libraries, as well, their reasons, and the other types of libraries that they use.

Personal Characteristics

As in other questionnaires, library users should be asked to describe themselves in terms of age, sex, education, occupation, and geographic location. Whether or not race is included depends on whether this is of importance in the community. In an area with a substantial number of persons for whom English is a second language, a question about people's primary language may be added to this and other surveys (citizen and student).

Local Issues

Local topics comparable to those discussed in the citizen survey (Chapter 15) may also be included in the user survey. Such questions may include:

Need for library orientation
Awareness of new services
Use of new services

Attitudes toward new services
Attitudes toward proposed cuts or changes in services

ALTERNATIVE METHODS

There are at least three possible ways of conducting the in-library survey:

1. Users may be interviewed as they leave the library, with interviewers completing the survey form.
2. Staff members (or volunteers) may be posted near entrances and exits to hand self-administered (written) questionnaires to patrons as they arrive, and collect them as they leave.
3. Piles of questionnaires and receptacles for completed questionnaires may be placed near the entrances and exits, for users to pick up and return. In this case, staff members having contact with users (circulation desk, reference librarian, etc.) should remind: "Have you completed one of our questionnaires?"

In all cases, signs should be prominently posted in the library explaining the survey and asking for cooperation. Table space and pencils should be provided for completing forms. A tally of users visiting the library during the survey period is also necessary, to determine how many visitors are cooperating. Too few may mean that the responses are not representative of users as a whole.

With all three methods, some level of staff involvement is not only helpful to the patron completing the form, but can be of added value to the library. At a minimum, such staff involvement should include handing out of questionnaires, answering questions and helping people to fill out forms as needed.

In one library where the planning process was tested, staff members interviewed patrons and completed forms for them. Although the effort involved was substantial (each staff member was assigned several interviewing periods), the understanding of patron needs and reactions generated among staff members was of considerable value to the library. Where such staff awareness is desired, but the level of effort required would be too great, a combination of methods could be used. Each staff member could be assigned a specific number of interviews during a single survey period, with the balance of the responses derived from self-administered questionnaires.

No difficulty has been experienced in getting user cooperation, particularly where there has been an attempt to publicize the planning effort and the user role in it. As with any self-administered questionnaire, however, data are not always complete for each respondent, and, in doing the analysis, it is important to keep that in mind.

Members of the planning subcommittee should decide on the minimum age to be included. Users as young as six years old have been successfully interviewed, but if self-administered questionnaires are to be used the minimum age level should be at least 10 to 12 years, and probably older, since questions often have to be rephrased for young users.

THE SAMPLE

For the most part, the surveying should be done over a one- to two-week period, on days of the week and during periods of the day which are representative of library use patterns. Forms are provided (or interviews held) only during this predetermined schedule of hours, usually in blocks of 2 to 3 hours at a time. Methods for developing schedules of sampling periods are described in Chapter 13, under "Patron Observation".

The number of completed questionnaires required will vary with the size and number of outlets. For the single-facility library, a minimum of 300 completed forms is necessary. For a small library, where the level of use would make it difficult to collect that many during sample periods, continuous collection may be undertaken (i.e., all users surveyed) until the desired minimum is reached. It is only in libraries where the level of use would permit the collection of the needed number of forms in less than one full week (thus making data not representative of all users) that sampling periods are required.

In library systems with multiple facilities, sample size will depend upon plans for data analysis. If information is to be used only to describe the system as a whole, a total of 600 to 800 completed forms should be collected, with the number of forms collected from each outlet determined by its proportion of total system circulation. In no case, however, should less than 20 completed forms be collected at any single outlet.

If information is to be compared across branches, the minimum number of completed forms from each should be increased to 50. In the case of a large central library with small branches, the central library might be surveyed during sample periods in a single week, while data collection at the small branches might be continuous until the minimum required number is reached at each. Data collection should not, however, extend longer than one month.

CODING AND PROCESSING THE DATA

An ID number must be assigned to each form, the first element of which is a number representing the outlet at which it is collected; and the second, the number for the individual survey form. Answers to questions should be pre-coded wherever possible, with open-ended questions coded later if desired. Methods of editing, coding, and processing data are the same as those for the other surveys and are described in Chapter 18. It is estimated that manual processing and tabulation of questionnaires similar to the example at the end of this chapter require approximately 8 hours per 50 forms.

ANALYSIS

The findings of this survey can be summarized on a survey form and in tables, as described in Chapter 18. Responses should be broken down among various user groups according to such characteristics as the age, sex, and level of education of the respondent; where he or she lives, and the library facility at which she or he was surveyed; and his or her frequency of and purposes for library use. In this way the committee will see the differences among population groups.

The results of this survey should be compared with those of the student and citizen surveys. The student survey effectively extends the citizen survey to a younger age group. The in-library or user survey, on the other hand, covers a subset of the total universe of students and general citizens and collects more specific information from that portion of each group who are library users.

By comparing the answers of the various groups, and by looking at similar groups across surveys (e.g., people of the same age, sex, and educational level responding on the user versus the citizen survey) the committee gets an idea of how users differ from the community as a whole. The demographic characteristics of the people who respond will also tell the committee which part of the population uses the library. Typically, users are not representative of the community as a whole: they tend to be young, educated and in professional and managerial occupations, for example. The committee has to consider who it is that is actually using the library and whom they wish the library to serve in determining the role of the library in its community and setting its goals and objectives.

SAMPLE QUESTIONNAIRE FOR USER SURVEY

(Name of Library/System)
Library User Survey
(Date)

____
ID Number

____
Name of Outlet

The (Name of Library/System) is conducting a study in order to make better plans for the future. Please complete this questionnaire during your visit to the library, and drop it in the container near the check-out desk on your way out. Your help through providing this information is much appreciated.

CHECK OR COMPLETE AS INDICATED

1(a). Is it easy for you to get to this library?

_______(1) Yes
_______(2) No

(b). (IF NO) Why not? CHECK ALL THAT APPLY

_______(a) Takes too long to get here
_______(b) Library is too far from my home
_______(c) Library hours are inconvenient
_______(d) No transportation is available
_______(e) Physical problems make visits difficult
_______(f) Other (What?)____________________

2(a). Do you think (name of library/system) needs additional libraries or other library service points to make use of the library more convenient for you?

_______(1) Yes
_______(2) No
_______(3) Don't know

(b). (IF YES) How would you like to see such additional service points provided? CHECK ONE ONLY

_______(1) Expanded bookmobile service
_______(2) Provide library in or near shopping center
_______(3) Provide library near a school
_______(4) Something else (What?)____________________

3. Why do you use this branch? CHECK ALL THAT APPLY

_______(a) Closest to my home
_______(b) Closest to my job
_______(c) Accustomed to it (used to be closest to work or home)
_______(d) Better selection of materials
_______(e) Like the staff better
_______(f) Parking is easier
_______(g) More convenient hours
_______(h) Convenient to shopping or other errands
_______(i) Other (What?)______________________________

4(a). Are you satisfied with current library hours at the branch you usually use?

_______(1) Yes
_______(2) No

(b). (IF NO) What changes in hours would you like to have?

_______(a) More morning hours
_______(b) More evening hours
_______(c) More weekend hours
_______(d) Open on holidays
_______(e) Other (Specify)__________________________

5. What is the single most important purpose for which you use the public library? Do you use it CHECK ONE ONLY

_______(1) For information or materials related to school
_______(2) For information or materials related to job or career
_______(3) For information related to personal interests or needs
_______(4) To acquire reading materials for leisure time use
_______(5) To acquire other materials for leisure time use
_______(6) Something else. What?________________

6. How often do you usually visit a (name of library/system) branch?

_______(1) This is my first visit
_______(2) At least once a month
_______(3) Six to eleven times a year
_______(4) One to five times a year

7. What did you do on your visit today? CHECK ALL THAT APPLY

_______(a) Brought someone to the library
_______(b) Returned library materials
_______(c) Looked for a specific record, magazine or book
_______(d) Browsed for leisure reading materials
_______(e) Selected and picked up materials for self
_______(f) Checked out materials for others
_______(g) Used the catalog to locate materials
_______(h) Obtained help from a librarian in locating materials
_______(i) Used a reference book
_______(j) Consulted books or magazines for specific information
_______(k) Obtained help from a librarian in finding information
_______(l) Read magazines or newspapers
_______(m) Studied in the library with own materials
_______(n) Came with or met friend
_______(o) Got a library card
_______(p) Attended a library program
_______(q) Used meeting room
_______(r) Used xerox machine
_______(s) Other (What?) ______________________________

8. How many items did you check out today? SHOW THE TOTAL NUMBER OF EACH TYPE OF MATERIAL CHECKED OUT. IF NONE ENTER 0.

Number of items checked out		
	(a)	Records
	(b)	Cassettes
	(c)	Films
	(d)	Other non-print materials
	(e)	Magazines
	(f)	Framed Art
	(g)	Adult hardback fiction
	(h)	Adult hardback non-fiction
	(i)	Adult paperbacks
	(j)	Young adult hardback fiction
	(k)	Young adult hardback non-fiction
	(l)	Young adult paperbacks
	(m)	Children's hardback fiction
	(n)	Children's hardback non-fiction
	(o)	Children's paperbacks
	(p)	Other (What?)________________
	(q)	None

9. Check in column (1) below the library services or collections you use. For each of these, indicate by checking whether you are satisfied (2) or not satisfied (3) with the service or collection.

(1) Use Service			(2) Satisfied	(3) Not Satisfied
	a.	Paperback collection............		
	b.	Hardback fiction collection.....		
	c.	Hardback non-fiction collection.		
	d.	Children's book collection......		
	e.	Magazine collection.............		
	f.	Children's record or cassette collection.....................		
	g.	Adult record or cassette collection.....................		
	h.	Staff help......................		
	i.	Reference collection............		
	j.	Library programs for children...		
	k.	Library programs for young adults..........................		
	l.	Library programs for adults.....		
	m.	Out-of-library services.........		
	n.	Other (What?).................. ________________		

10. If you have checked not satisfied for any item in Question 9, please explain.

____

____

11. Did you seek a specific book or other item in the library today?

_______(1)Yes
_______(2) No (Go to Question 19)

12. How many of these specific items were

____________Author/title items
Number

____________Subject items
Number

13(a). Did you find the items you wanted?

_______(1) Yes (Go to Question 19)
_______(2) No

(b). (IF NO) Please give the author, title, or description of the wanted items not found

____

____

____

14. Did you check the catalog to see if the item is owned by the library?

_______(1) Yes
_______(2) No

15. Did you check the appropriate location for the item wanted?

_______(1) Yes
_______(2) No

16(a). Did you ask library staff for help in locating it?

_______(1) Yes
_______(2) No

(b). (IF NO) Was there any reason for not asking for help?

_______(1) Found the book on the shelf
_______(2) Didn't think of it
_______(3) Everyone was busy
_______(4) Didn't matter that much
_______(5) Other (Specify)_______________________

17. Did you request the item be reserved for you?

_______(1) Yes
_______(2) No

18(a). If the item was not in the catalog, did you request that the library borrow it for you from another library?

_______(1) Yes
_______(2) No
_______(3) Item was in the catalog
_______(4) Did not check catalog

(b). (IF NO) Why not?

_______(1) Item wasn't that important
_______(2) Staff was busy
_______(3) Have another source for item
_______(4) Didn't know I could
_______(5) Couldn't wait for it
_______(6) Other (Specify)_______________________

19. Are you usually able to get the items you want in a reasonable length of time?

_______(1) Yes
_______(2) No

20. How long are you usually willing to wait for materials not available when you first look for them? CHECK ONE ONLY

_______(1) One to three days
_______(2) Up to one week
_______(3) One month
_______(4) Six weeks
_______(5) It really doesn't matter
_______(6) Other (What?)____________________________

21. Which one of the following changes would most increase your satisfaction with (name of library/system). CHECK ONLY ONE

_______(01) No change necessary
_______(02) Library open on Sunday
_______(03) Increased evening hours
_______(04) New, more convenient locations of service
_______(05) Expanded bookmobile service
_______(06) More books for adults
_______(07) More books for teens
_______(08) More books for children
_______(09) More records
_______(10) Better information and other staff services
_______(11) More staff
_______(12) More library programs for children
_______(13) More library programs for teens
_______(14) More library programs for adults
_______(15) Special services for the aging, homebound, handicapped, and confined
_______(16) Something else (What?)__________________

22. If decreased library funding forced reductions in public library spending, which of the following actions should be considered? Should libraries. . . . . CHECK YOUR TOP THREE RECOMMENDATIONS

_______(a) Reduce library operating hours
_______(b) Close some branches
_______(c) Eliminate bookmobile services
_______(d) Reduce reference collections
_______(e) Reduce number of book titles purchased for adults
_______(f) Reduce number of book titles purchased for children
_______(g) Reduce number of duplicate copies of popular materials purchased
_______(h) Reduce number of magazine and newpaper subscriptions
_______(i) Reduce number of records, cassettes, and films purchased for lending
_______(j) Reduce programs for adults
_______(k) Reduce programs for children
_______(l) Reduce special services for the aging, homebound, handicapped and confined
_______(m) Reduce information services
_______(n) Other (What?)_______________________

23. Which of the above actions would you take first?

____
ENTER LETTER ABOVE

24(a). Do you use any other library than a (name of library) branch?

_______(1) Yes
_______(2) No (Go to Question 26)

(b). (IF YES) Do you use any other public or public/type library:

_______(1) Yes
_______(2) No (Go to Question 25)

(c). (IF YES) Why do you use that facility?

_______(1) More convenient to home
_______(2) Convenient to work
_______(3) Convenient to shopping area used
_______(4) Used to using that library
_______(5) Is more likely to have
_______(6) Other (What?)_______________________

25. (IF NO) What other libraries do you use?

_______(1) School library
_______(2) College library
_______(3) Government library
_______(4) Business or industrial library
_______(5) Other (What kind?) ____________________

26. Do you think you need to know more about public libraries and how to use them?

_______(1) Yes
_______(2) No
_______(3) Don't know

PERSONAL INFORMATION

A. How many years of school have you completed?

_______(1) 8 years or less
_______(2) Some high school
_______(3) High school graduate
_______(4) Some college
_______(5) College graduate
_______(6) Graduate work

B. What is your age?

_______(1) Less than 12 years old
_______(2) 12 - 14 years old
_______(3) 15 - 19 years old
_______(4) 20 - 24 years old
_______(5) 25 - 54 years old
_______(6) 55 years or over

C. What is your sex?

_______(1) Male
_______(2) Female

D. How long have you lived in (name of community)?

_______(1) All my life
_______(2) Less than five years
_______(3) Five to ten years
_______(4) Eleven to twenty-five years
_______(5) More than twenty-five years

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. We would welcome any criticisms, comments, or suggestions that you might make for improving library services. If more space is needed, use back of this page.

CHAPTER 18

Processing Survey Data

Once the survey forms have been collected, a number of steps are necessary before they can be used in the planning process. These include:

1. Editing of questionnaires, to check that respondents have followed directions and that responses are properly recorded.
2. Coding of responses. Although most questions on the sample survey forms have been pre-coded, some additional coding will be required to make other responses easy to tabulate.
3. Tabulating responses to individual questions.
4. Analyzing the data.
5. Documenting the survey.
6. Reporting the findings to the planning committee.

EDITING QUESTIONNAIRES

Editing improves the quality of a survey by eliminating or revising incorrect responses. For example, the sample survey questions in earlier chapters include what are known as "skip patterns". These are cases where a respondent is asked additional questions depending on his or her response

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For a detailed discussion of processing survey data, see Earl R. Babbie, Survey Research Methods, Belmont, CA: Wadsworth Publishing Co., Inc., 1973.

to a first question. Analysis of the succeeding questions is based on the understanding that these responses reflect only the views of those making the specific initial response. Inadvertantly including the responses to some of these "skip" questions from respondents who were not supposed to answer them will confuse the analysis. Someone must review the questionnaires to ensure that responses are properly recorded and that improper "skip" responses are deleted.

CODING RESPONSES

The coding of responses facilitates processing the data. Ultimately, all survey responses have to be transformed into a limited number of categories or codes for either machine or manual processing. This step is called coding. The analysis then consists of counting the number of times that a given code appears for a given question across all the questionnaires. Using pre-coding where possible (i.e., giving respondents a list of possible answers to check off) and limiting the number of open-ended questions will reduce the effort required to process the survey forms. The questions suggested in the questionnaire designs discussed in earlier chapters are largely pre-coded. Wherever possible, added questions should also follow this method.

Where open-ended questions are included (that is, where the possible answers to a question are not substantially predictable, and respondents can say or write in whatever they wish), the responses may be reviewed upon completion of the survey to determine whether some topics recur. Where they do, codes may be developed which permit the variety of reponses to be reduced to a series of numbers which are readily processed and interpreted. For example, respondents may be asked to suggest additional library services they would like to see the library offer. A wide range of answers may be received. Perhaps they fall into patterns by types of services, such as:

Children's programming
Adult programming
Children's materials
Non-print materials
Information services

We can number these broad service areas and code the responses to show the number of respondents suggesting particular types of added services.

Additional codes may be added to pre-coded questions, particularly where many responses are listed under "Other", and a pattern appears. Where the number of "Other" responses are small, or do not fall into patterns, the data coordinator should review them for their value to the planning process. Where the added input is of negligible value, it it enough to record that a certain number of respondents made responses "Other" than the pre-coded ones. If responses to any of the pre-coded categories were very few, such codes may be eliminated and these responses incorporated into the "Other" category.

Before the editor(s) can code open-ended questions and "Other" responses, a fair number of responses must be reviwed in order to devise codes. When enough responses have been collected to establish some patterns, the data coordinator should develop a "codebook" showing the codes to be used for each response to each question. A codebook is assembled as a cut and paste version of the questionnaires, with any special instructions for coders and the codes for open-ended questions and "Other" responses inserted where appropriate. Responses which cannot be coded should be listed verbatim for analysis.

Multiple Response Codes. Coding may also be used to develop single categories for combinations of responses. This is particularly useful where manual processing is used, although it can also simplify computer processing. This internal coding is simply done by determining the elements you wish to look at in combination, and developing codes which will include all of the desired elements. Internal coding can be used in the body of the questionnaire and completed during the editing, or may be added at the end of the questionnaire during coding. In all cases the added codes must be identified for tabulation.

An example of this is the use of a single code for the combination of age and education. Choose the age and education divisions you wish to use for analysis and develop a coding matrix as shown below:

Education by Age

	Education Completed		
Age	<12 Years	12 Years	13 Years+
<18	1	2	3
18-54	4	5	6
55+	7	8	9

A 16-year old with fewer than 12 years of school is coded "1"; a 21-year old with more than 13 years of school is a "6". These codes can then be used to examine other factors in relation to age and education in one by looking at the answers all the "1's" give to another question, for example.

Using this method, its possible to look at the co-occurrences of several variables at once. For example, one can look at the relationship between age, convenience of the library, and library use with the following coding scheme:

		Convenient Location	
Use of Library	Age	Yes	No
a. Used in past year	<18	01	02
b. Used in past year	18-54	03	04
c. Used in past year	55+	05	06
d. Did not use in past year	<18	07	08
e. Did not use in past year	18-54	09	10
f. Did not use in past year	55+	11	12

LIBRARY USE BY AGE AND CONVENIENCE OF LIBRARY

	Convenient		Not convenient	
Age	User	Non-user	User	Non-user
Under 18				
18 to 54				
55 and over				
Total				

Figure 24. MULTIPLE RESPONSE CODE TABLE

Someone who is between 18 and 54, has not used the library in the last year, and does not think it is convenient will be coded "10". To analyze the responses to these questions, one need only count the occurrences of each of these codes. The results could then be presented in a table like Figure 24.

A careful review of the questions against which comparisons with one or more other variables is desired may reduce the number of cross-tabulations needed. Before using multiple response coding, however, one must consider the effort it requires in relation to the particular tabulation method being used, especially where data are being processed manually.

TABULATING DATA

The questionnaires may be tabulated by computer or manually.

Computer Tabulation

Coding transforms all responses into numbers which can be keypunched onto IBM cards. Each card has space for 80 numbers and will hold an average of 70 responses. The SPSS (Statistical Package for the Social Sciences)[1] set of computer programs is frequently used for this kind of analysis.

Some libraries may be able to use local computer facilities, such as those of their governing jurisdiction or of a neighboring college or university. Commercial computer service bureaus are also available, at a greater cost. Local businesses may be willing to provide computer time.

The advantage to computer processing is the ease with which it can tabulate large amounts of data and perform new tabulations as needed. However, for the library that has no access to computers, or has a small volume of data to analyze, manual tabulation can be done.

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[1] Norman H. Nie, and others, SPSS: Statistical Package for the Social Sciences, 2nd ed. (New York: McGraw Hill, 1975).

Manual Tabulation

This is a labor-intensive operation which can use library staff, paid special help, or volunteers. While the possibilities of human error are higher than in the other methods, good coding, and recording and summarizing of responses in segments, make data relatively easy to manipulate.

One begins by deciding the ways in which the respondent are to be grouped by their personal characteristics in order to look at the differences in responses among groups. For example, a library is interested in differentiating among men and women, by age, and by educational attainment. The first step in tabulating the results is to divide the questionnaire into those groups. In our example, the tabulators would first divide them into age groups: for example, the age groups may be 16 to 24, 25 to 54, and over 55. Next they would take each group of questionnaires and divide them according to educational attainment: perhaps less than high school, high school graduate, and college. This process is repeated for each group of questionnaires. The result is several sets of questionnaires, each of which includes all the respondents of a given sex, age group, and level of education.

Using a large sheet of paper, one tabulates the responses of each group to each question, placing an x or check in the square for the appropriate response code. (See Figure 25.) This is done for all questions, totalling responses for each subgroup, then summarizing the findings for all respondents. Subtotals will provide responses to all questions by the variables selected for recording, and can be combined to produce totals for any characteristic or combination of characteristics for which responses have been sorted.

Female Respondents with less than 12 years of education

Citizen Survey

Respondents Less Than Age 25

Question No.	1a			1b			1c			2					3Aa			3Ab		
Code No.	1	2	3	1	2	3	1	2	3	1	2	3	4	5	1	2	3	1	2	3
ID Number																				
001	x							x				x			x				x	
005		x		x				x			x				x			x		
010		x		x				x		x					x			x		
013		x		x				x		x					x			x		
014			x											x	x					x

FIGURE 25. RECORDING RESPONSES BY POPULATION SUBGROUPS

Question No.		14			15	
		2				
Response Code	1	2	ncr	1	2	3
ID NUMBER						
01		x	/	x		
02	x			x		
03	x				x	
04		x	/		x	
05	x					x
06		x		x		

FIGURE 26. RECORDING A NON-CODED RESPONSE

If open-ended questions are coded, add numbers for these responses. Where they are part of a question, label the pre-coded part of the question 1a, and the second, newly coded part, question 1b. For example, in Figure 25, respondents were offered three pre-coded responses to question 1; "Yes," "No," and "Don't Know." The next part of the question was "If no, why not?" and three answers recurred frequently, so three codes were created under 1b. But responses should only be coded under 1b if question 1a is 2 (No). Figure 26 illustrates a non-coded response column (ncr), which indicates that "no" responses to question 14 were accompanied by explanatory remarks on questionnaires 01 and 04. Question 15 provided only three possible answers.

Once the data have been tabulated, take a blank questionnaire and enter in the total responses in terms of percentages. Examine responses. Where is there substantial agreement? Where does there appear to be substantial disagreement? Look back at the response totals by categories. Is the disagreement in response primarily by one or two categories of respondents? Or, looking at individual data if necessary, does it relate to some other factor?

ANALYZING RESULTS

Proper recording of survey responses and the development of frequency tables are important to the processes of analysis and interpretation. If the data are being processed by computer, one should try to anticipate the cross-tabulations (comparisons of the answers to one question with another) you will want to see, and incorporate at least the basic ones in the initial printouts. You will probably want to see all data at least in terms of users and non-users of the library; perhaps also by geographic area, age, education, or sex of the respondent. Levels of library use tend to be a function of educational achievement; patterns of use vary with age, sex, years of school completed, and to a smaller extent, occupation.

After you have reviewed the findings for these first rough cuts, you may wish to examine certain questions in regard to responses to one or more other specific functions or responses. Try to anticipate all of the extra tables required so that they can be developed all at one time.

Once the summary data have been tabulated, examine the findings for trends or patterns. You observe, for instance, that a substantially larger proportion of better-educated respondents use the library than do those with low educational attainment. But what services do the latter group use? Are there other characteristics which differentiate the person of little education who does use the library from the one who does not? Does access to facilities or awareness of services, for example, play any role in use or non-use?

Constructing Frequency Tables

To aid in the analysis of survey data, four types of tables are discussed and illustrated here. The four types of tables discussed include:

1. Simple tabulations.
2. Cross-tabulations of responses by personal characteristic(s) of respondents.
3. Tables comparing specific responses to one question with responses to one or more additional questions.
4. Tables comparing the results of the different surveys.

You will want to file copies of any tables you develop, together with data summaries, for future reference. Be sure to show on each table the name of the survey from which the data were taken, and the date of the survey. Where data from one survey are compared with data from another, identify all sources and clearly label data elements used to show their sources. If the findings are disseminated outside the library, also make sure to include the name of the community on all tables.

For the most part, the information is more meaningful when it is reported in percentages. The actual numbers should also be in a table showing percentages (usually of totals against which percentages were calculated), marked "n=____".

To show the kinds of analyses that can be performed, several tables illustrating information useful to most every library performing these surveys are discussed below. Then the general kinds of tables that can be constructed are discussed in greater detail to help the library to construct its own tables.

Table D-1 of Appendix D uses actual numbers of respondents to develop a profile of respondents by age, education, and sex. The table provides a ready reference where combinations or breakdowns of the total universe are required for calculating percentages. A second table (not illustrated) translating all of the numbers into percentages may be useful in identifying subgroup sizes (e.g., males age 55+ with less than 12 years of school make up 5 percent of the total respondents).

The age breakdowns used should be those utilized in further analysis of data, but should also reflect the reporting breakdowns for census data. Assume that the minimum age of respondents is 16, and that the first breakdown in ages to be used for analysis is 16-24. An examination of the most recent census projections available should suggest whether the third normal breakdown should be made at age 55 or age 65. In most cases, the age 55 and over breakdown is recommended for three reasons:

1. It provides a larger sample for analysis.
2. It includes the new senior citizens of the planning period.
3. It will better reflect some of the changes in characteristics of individuals over generations.

A table similar to that shown in Figure 27 may be used to compare the sample with the known population of the community. This may be done by comparing the percentages of persons in various age levels in the sample to the percentages of the age group in the total population. Provide comparisons with data from both the last census period and that projected for the year of the survey, if available.

COMPARISON OF SAMPLE WITH POPULATION

Citizen Survey, ____________________, 19__

Age (years)	Percent of Total Sample (n=)	Percent of Total Population, 1970 (n=)	Percent of Projected Population, 19 (n=)
16-19	________	________	________
20-24	________	________	________
25-54	________	________	________
55+	________	________	________
NR	________	________	________
Total	100	100	100

FIGURE 27. COMPARISON OF SURVEY SAMPLE WITH ACTUAL POPULATION

If survey samples are developed to provide valid data for geographic subareas, a similar comparison should be made for each subarea.

To combine data for the entire community population when independent subarea samples have been used, each subgroup segment must be weighted proportionately. For example: 200 respondents in each of three geographic subareas were sampled, with questionnaires completed by 160 respondents in subarea 1, by 179 in subarea 2, and by 140 in subarea 3. This is known as "quota" sampling. The number of respondents in each age group in the subareas is as follows:

	Subarea 1		Subarea 2		Subarea 3	
Age (years)	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
16-24	24	15	37	21	31	22
25-54	92	58	101	56	68	49
55+	40	25	39	22	41	29
NR	4	2	2	1	0	0
Total	160	100	179	100	140	100

The total population of each subarea is as follows:

Subarea 1	63,748
Subarea 2	49,836
Subarea 3	77,639

Each response in each of the sub-areas thus represents a different number of persons:

Subarea	Number of persons represented by one response	
1	398	(63,748/160)
2	278	(49,836/179)
3	555	(77,639/140)

To combine data for the three geographic subareas, each response must be multiplied by the appropriate weight (number of persons represented by one response); for example:

Subarea 1	Number of Responses	Weight of Each	Weighted Number of Responses
Age 16-24	24	398	9,552

For all subareas and ages:

Respondents

Age (years)	Subarea 1		Subarea 2		Subarea 3		Total Community	
	Weighted Number	% of Total	Weighted Number	% of Total	Weighted Number	% of Total	Weighted Number	% of Total
16-24	9,552	15	10,286	21	17,205	22	37,043	20
25-54	36,616	58	28,078	56	37,740	49	102,434	53
55+	15,920	25	10,842	22	22,755	29	49,517	26
NR	1,592	2	556	1	-	0	2,148	1
Total	63,680	100	49,762	100	77,700	100	191,142	100

Weighting of responses is necessary for any question where independently drawn samples are to be combined. Develop your table of weights and apply them to separate raw numbers of responses, if processing is being done manually. If data are being processed by computer, the table of weights should be appropriately entered into the computer for use in producing any tables which are combining data from separate sample segments.

Simple Tabulations. A simple tabulation is a frequency count: how many people gave answer A on Question N? It was suggested above that simple tabulations of responses be entered on a blank survey form, as percentages of all respondents. Where the question is a simple yes-no, or yes-no-don't know type, the percentages of overall response may be listed after the responses as follows:

	Percent
Yes............1	84
No.............2	14
Don't Know.....3	3

1. Single Part Questions, Single Response Tabulations. Where only one of several possible responses is permitted, tabulations can be shown in the same manner as above:

When did you last read a book for recreation?

	Percent
Currently reading.................1	5
Within week.......................2	20
Within month......................3	30
More than month ago...............4	30
More than year ago................5	5
Don't read for recreation.........6	6

You will note that the (fictional) percentages do not add to 100, and that some responses are obviously missing. Such non-responses may be recorded at the end of the question:

	Percent
No Response	4

2. Single Part Question, Multiple Response Tabulations. In the examples above, all percentages should total 100 percent. Some questions, however, permit multiple responses, and each respondent may provide any number of answers. When this occurs, each percentage shown represents the percent of all respondents who provided that answer. The total may be more than 100 percent.

What other libraries do you use?

		Multiple Responses Percent
School library	1	15
College library	2	18
Government library	3	3
Business or industrial library	4	5
Other	5	2

3. Multiple Part Questions, Positive Responses Tabulated. Some multiple part questions with yes-no answers require only a tabulation of the positive responses to each part. Here we indicate "Percent Yes" and only record the one percentage for the yes response:

Now I am going to read you a list of personal interests, recreation, or leisure time activities. Would you tell me whether or not you participate, or have a strong interest in each:

			Percent
	Yes	No	Yes
a. Sports	1	2	63
b. Music	1	2	64
c. Films	1	2	34
d. Needlework	1	2	37

4. Multiple Part Questions, Multiple Responses Tabulated. Other multiple part questions may allow more than one response, as in the case of answers of agree-disagree-don't know. Where there is sufficient room, responses may be recorded between answer categories, as:

> Do you agree or disagree with the following statements about public libraries? (CIRCLE THE APPRROPRIATE NUMBER.)

			Percent Responding			
	Agree	%	Disagree	%	Don't Know	%
a. Public libraries are a valuable educational service primarily for children.	1	11	2	88	3	1
b. Public libraries are a valuable education service for children and adults.	1	99	2	1	3	0

5. Complex Questions, Multiple Responses. An example of a multiple part question with multiple responses for each part is shown below. While negative responses are not particularly important in these questions, responses of "don't know" will provide important information about awareness of library services. If desired, the table can be re-typed on a separate sheet of paper, and a heading of "Percent of Respondents Reporting" placed over responses for A, B, and C. Or, the heading can be placed over the table in the questionnaire, and a piece of paper taped over the code numbers in the columns. In this example, we have recorded only the "Yes" and "Don't Know" responses; the remainder were "No's."

				Percent of Respondents Reporting								
	A			B			C		D			
	Should Provide			(Library) Provides			Have Used		Satisfaction			
	Yes	No	D/K	Yes	No	D/K	Yes	No	VS	S	DS	NR
a. Books for lending.....	100		0	97		0	79		94	5	<1	
b. Magazines for lending.	92		0	81		7	43		100	0	0	
c. Non-print materials for lending.........	78		15	59		39	25		20	70	0	10

6. Skip Questions. Some of the questions indicate that respondents providing certain answers should skip to another question, rather than completing the question or questions immediately following. In this case, the number of respondents answering the subsequent question is less than the total number of respondents. Percentages of response may be calculated against either or both total numbers, but it is important that the percentage base used be properly identified.

14. Have you ever used the (library)?

	Percent
Yes (go to Q.16).......1	71 (n=284)
No (go to Q.15 and then go to Part 3)..2	29

16. Have you used the library in the past year?

	Percent of Users (n=284)	Percent of Total
Yes (go to Q.18).......1	93	67
No (go to Q.17 and then go to Part 3)..2	7	5
Not applicable.........		28

18. How often would you guess that you use any of the (library) branches?

	Percent of Past year Users (n=264)	Percent of Total
Once a month or more........1	67	44
Six to eleven time a year...2	21	14
One to five times a year....3	14	9
Not applicable..............		33

In this series it is possible to find useful information from either percentage base. For example, we may wish to know that 67 percent of the population used the library in the past year, but if we define a library user as a person who has used the library in the past year, we may want to know that two-thirds of library users are regular users (once a month or more), that over one-fifth are occasional users (6-11 times per year) and 14 percent are infrequent users (1-5 times per year).

This series of questions has two skip patterns; that is, specific questions were asked for respondents providing either of the two possible responses. Following the skip pattern for the negative route, we have questions with multiple answer possibilities. In these questions, we are not concerned with total users, but only with the reasons for negative responses, so the number of "no" answers will form the basis for calculating percentages. Nevertheless, be sure to indicate that only non-user responses are included:

15. (IF NO) Is there some reason for not using the library?

	Multiple Responses Percent of non-users (n=116)
No reason given.................1	40
Use another public library......2	10
Lack of time....................3	40
Inconvenient location...........4	30
Inconvenient hours..............5	30
I'm not a reader................6	8
Nothing there I need............7	22
Haven't needed a library........8	8
Other...........................9	0

Since there are multiple responses, percentages will total more than 100 percent. Since code 1 represents "No reason given," however, responses for codes 2 through 9 should represent reasons given by 60 percent of the non-user respondents.

Analyzing Responses By Characteristics of Respondents. You will want to analyze some of the survey questions to identify responses of population groups which you have identified for special planning attention.

As far as most library systems are concerned, the primary distinction between residents is whether they use the library. For users, library goals would probably involve improving services and levels of use; for non-users, the library would probably want to attract them to the library services. To focus on these two separate groups, we need to be aware of the subgroups which comprise them, and define our specific target groups in terms of dominant personal characteristics.

To begin, we will want to be able to define the user population in terms of frequency of use, for example:

Regular users - At least once a month
Occasional users - Six to eleven times a year
Infrequent users - One to five times a year

And finally we will want to define the non-users:

Non-users - Have not used the library in past year

The four categories of user/non-user can then be sorted or cross-tabulated with any other characteristics which are useful to define target groups. (See Figures D-2 and D-3 in Appendix D). Depending upon the total volume of data available, some of these characteristics may be combined -- such as age, sex, and education (see Figure D-4). In making cross-tabulations (the analysis of multiple variables), remember to collapse data wherever possible to keep the number of divisions few enough to permit the development of significant data. Generally, at least 25 responses are required in each category, or cell (the smallest division).

Sample Figure D-5 (Appendix D) provides column and row headings illustrating cross-tabulations of data for two variables. Such tables may be constructed for any characteristics which you want to compare.

After selecting target groups (for example: children, the elderly, the undereducated, those lacking convenient access to libraries), go through the questionnaire and determine which of the questions you need to examine in terms of these target groups. Such questions may cover the following topics:

Use or non-use and frequency of use of library services
Kinds of services used and volume
Purposes of use of library
Sources of reading materials used
Sources of information used
Awareness of public library services; and when used, level of satisfaction
Priorities for library services
Use of alternative libraries
Reasons for non-use or discontinued use of the library
Position on relevant local issues, including funding (if asked)
Characteristics of the subgroup in relation to other subgroups

Figure D-6 illustrates the use of a single table to include responses from separate questions, or from separate parts of a question. In these cases, each set of responses represents a division of the entire universe and not of subsets of responses.

Analyzing Responses by Multiple Characteristics. Responses can also be analyzed in relation to more than one characteristic at a time; For example, comparisons of characteristics within age groups, such as the respondents within the age group 55+ who have completed less than 12 years of school and are female. A few cells in the table may have too few responses to be significant; generally there should be at least 25 to 30 responses in each cell. Where this occurs, examine the table to see if data can be collapsed sufficiently to retain significance in breakdowns while retaining the purpose of the initial division.

The combination of age, education, and sex in relation to library use or non-use provides an illustration of multiple characteristic analysis and the construction of tables for this purpose. In this case, reduce the number of user/non-user categories to three (if necessary it can be reduced to a simple user/non-user division) to increase the number of responses in each cell. Should any cell include less than 25 total responses, either collapse the data for that characteristic or omit the figures, using a symbol in the cell to show that the amount of data in the cell is too small to be meaningful.

If the amount of data is not adequate for analysis in such depth, responses may be analyzed in terms of only two of the variables at a time, and responses compared and interpreted. For example, we may compare:

Age and sex by use of library
Sex and education by use of library
Age and education by use of library

Or more simply, we may compare:

Age by sex
Age by education
Education by sex

And each by use of the library.

Such analysis shows, for example, the educational levels within age groups, and permits some interpretation of other data, as well as giving a better understanding of our target groups. We may learn, for example, that the elderly have low levels of education and lack convenient access to libraries.

Comparing the Results of Several Surveys. In some instances it will be desirable to compare findings from several surveys; for example, the services to be reduced or eliminated in case of budget cuts. This question is included in all of the sample questionnaires, and the differences or similarities in priorities among the various groups are of interest to planners. Do staff members have different preferences than the general public? Do citizen users and non-users differ from student users and non-users? Figure D-7 provides a sample for making this type of comparison.

DOCUMENTING THE SURVEY

The data coordinator should maintain a file of all tables, both for reference throughout the initial planning cycle and for use in later cycles. All data should be completely identified in terms of source and dates. Copies of all the survey forms and descriptions of the the means of developing the various samples should also be retained.

REPORTING THE FINDINGS TO THE PLANNING COMMITTEE

It is often unwise to present the full report of the survey data at a single planning committee meeting. The committee should be given summaries of each of the surveys as part of their assessment of the community and the library, but detailed analyses can be held off and presented as needed.

The data coordinator should report the data in terms of proportions wherever possible. One hundred thirteen and 278 are not as meaningful as 29 percent and 71 percent. The sample size used to compute the percentage is necessary. An annotated survey form, with a summary of data, may either be prepared to re-introduce elements in summary or in relation to other elements as needed throughout the planning process.

Appendix A

Examples of Library Goals and Objectives

Following are examples of a variety of goals with their related objectives, which have been grouped into the three categories:

1. Service goals and objectives
2. Resource management goals and objectives
3. Administrative or directional goals and objectives

The examples given were compiled from published and unpublished sources, and were selected to represent a variety of types of goals as well as different ways of expressing goals aimed at similar outputs. Note that these objectives become local standards against which library performance is evaluated.

SERVICE GOALS AND OBJECTIVES

A. Access to Services

Goal: To provide equal access to library services to all county residents.

Objective: To provide a point of access to public library services within 15 minutes travelling time of any county resident, by 1985.

Objective: To provide a full service outlet within 25 minutes travelling time of any county resident, by 1983.

Objective: To provide services to all institutionalized residents of the county, by 1981.

Objective: To eliminate regular bookmobile services by 1985.

Goal: To improve access to library services for special groups which cannot use regular library materials or facilities.

Objective: To provide books-by-mail service to any county resident who lacks convenient access to a library outlet, by 1982.

Objective: To provide rotating deposit collections to those confined in nursing homes or institutions, by 1981.

Objective: To develop and publicize a responsible telephone reference service for all county residents, by 1985.

Goal: To improve access to library services.

Objective: To provide mini-branches in the far West and South areas of the county, by 1985.

Objective: To provide Sunday opening hours in three of the four major geographic areas of the county by 1983.

B. Awareness and Use of Libraries

Goal: To improve the awareness of library services among county residents.

Objective: To develop an aggressive publicity program aimed at awareness of library locations and services, with particular emphasis on the availability of non-print materials and equipment, by 1981.

Objective: To work with the school system to establish regular annual visits to the library by all elementary and junior high school students, by 1985.

Objective: To increase the number of male users in branches by 10 percent per year over the five-year period.

Goal: To increase general awareness of the resources and services available to county residents.

Objective: To increase the number of registered borrowers to at least 30 percent of total population within the next five years.

Objective: To alter the ratio of materials circulated to 70 percent adult and 30 percent juvenile during the next five years.

Goal: To increase the number of people using the library.

Objective: To increase the number of persons visiting the library by 10 percent annually.

Objective: To increase the percentage of county residents with active library cards to 60 percent of total population by 1985.

Objective: To increase the use of telephone reference service by 10 percent annually.

Objective: To increase the number of people using the reference collection by 20 percent by 1985.

Objective: To increase average attendance at library programs in and out of the library by 10 percent annually.

Objective: To increase the number of homebound served by 15 percent annually.

Objective: To serve all institutionalized residents of the county.

Goal: To increase the proportion of the population served.

Objective: To increase the number of registered borrowers in the library system to 50 percent of the total population in five years.

Objective: To increase the number of persons utilizing information services by 30 percent in five years.

Objective: To double adult attendance at library programs in five years.

Objective: To provide training in basic reading skills to at least 100 illiterates (including residents with English as a second language) each year, by hosting tutorial programs developed in cooperation with other appropriate agencies.

Goal: To serve larger proportions of population subgroups now underserved.

Objective: To increase the proportion of males using the library from 30 percent to 40 percent of total users, by 1985.

Objective: To increase the proportion of total use of the library by adults age 25 and over to within five percent of their percentage of the total population by 1985.

Objective: To increase use of library services by the aging to within 5 percent of their total proportion within the population by 1985.

Objective: To increase the proportion of (minorities) using the library to within 10 percent of the proportion of total population served.

C. Use of Library Services

Goal: To increase the use of services and resources.

Objective: To increase the circulation of materials by 10 percent each year during the next five years.

Objective: To increase the circulation of non-print materials to 20 percent of total circulation by 1985.

Objective: To increase overall reference requests by 5 percent annually over the next five years.

Objective: To increase the proportion of total reference requests made by telephone to 50 percent by 1985.

Goal: To improve library services to young adults and adults.

Objective: To provide adequate reading materials for all reading levels.

Objective: To increase the proportion of total circulation in non-print materials to 15 percent of total circulation by 1985.

Objective: To provide at least 6 programs for young adults and 4 programs for adults each year at all outlets, utilizing other available community space where library space is inadequate.

Objective: To increase circulation of all materials by 10 percent per year.

Goal: To increase library services to children in those sections of the county where the numbers of children warrant it.

Objective: To provide at least 2 pre-school and 1 school-age program per month at outlets where warranted, utilizing other community facilities where library space is not adequate.

Objective: To cooperate in the provision of children's programs outside the library at such community facilities as day care centers, etc.

Goal: To expand information services for county residents, particularly at branches.

Objective: To increase the circulation of non-fiction materials to at least 40 percent of total circulation by 1985.

Objective: To increase the use of periodicals in all outlets by 20 percent by 1985.

Objective: To increase the number of business/professional residents using the information services and materials of the library by 50 percent over the five year period.

Objective: To work with the school system to insure that needed information support for students is available at appropriate outlets as needed.

Goal: To increase the volume of information services provided.

Objective: To double the total number of questions answered by 1985.

Objective: To increase telephone reference service by 2.5 times by 1985.

Objective: To increase the number of group information transactions provided through library programs.

Goal: To increase the use of library collections.

Objective: To increase per capita circulation to 12.3 items, with a total annual circulation of 9,000,000 items by 1985.

Objective: To increase the use of materials in the library by 50 percent by 1985.

Goal: To provide appropriate services for the illiterate and functionally illiterate.

Objective: To develop tutorial programs for teaching basic literacy skills, or English as a second lenguage, using trained volunteers as tutors, at (name of branches) by 1982.

Objective: To host at least one GED and one pre-GED class per year in each regional library, using teachers supplied by the county school system, by 1981.

Objective: To provide GED tapes at all outlets.

Objective: To provide a core collection of non-print materials suitable for persons with few or no literacy skills at each outlet serving a population area with at least one-third of adults having less than 12 years of school.

Objective: To provide an adequate collection of high interest, low vocabulary level materials at all outlets.

Goal: To increase library services for the aged, homebound, handicapped, and institutionalized.

Objective: To double the number of volunteers visiting the homebound by 1985.

Objective: To provide mobile materials services to all institutions in the county by 1981.

Objective: To provide at least 2 programs annually at each county institution.

Objective: To provide at least 4 programs per year addressing special problems of aging at all branches serving a population area with at least 15 percent of residents age 55 or over, and at all senior citizen centers.

Objective: To provide at least one facility in each major region of the county which is fully accessible to the handicapped.

Objective: To provide revolving deposit collections at all nursing homes in the county able to utilize them.

Objective: To provide at least 4 packaged record programs each year to county nursing homes.

Objective: To double the number of large print titles for adults by 1983.

Objective: To provide local intermediacy services for blind and physically handicapped residents in the county, for aid in using the special materials available to them from the State Library for the Blind and Physically Handicapped.

RESOURCE MANAGEMENT GOALS AND OBJECTIVES

A. Collections

Goal: To better match collections to the needs and demands of the local communities.

Objective: To increase the purchase of multiple copies of titles with heavy demand.

Objective: To reach a minimum annual turnover rate of five uses per item by 1985.

Objective: To weed at least 5 percent of the total collection each year.

Objective: To increase the percent of budget spent for paperbacks and non-print materials in selected branches.

Goal: To make the collections more relevant to the needs of users.

Objective: To increase the turnover rate of materials to 3 average circulations per item per year by 1982.

Objective: To increase to fifteen percent the proportion of the total budget spent on materials.

Objective: To spend 20 percent of the annual materials budget for subscriptions.

Objective: To increase non-print holdings to 10 percent of the total collection by the end of the five year period.

Objective: To increase the proportion of total new acquisitions devoted to popular, in-demand materials.

Objective: To maintain an annual weeding rate of at least five percent.

Goal: To improve access to materials.

Objective: To provide adequate shelf labeling for specific subject areas in all branches, by 1982.

Objective: To provide title lists of periodicals held in the main library, in all branches.

Objective: To standardize the marking of all children's materials in all branches by 1981.

Objective: To provide each branch with a duplicate shelflist of all system holdings by 1982.

Goal: To improve the delivery of materials to users.

Objective: To fill 50 percent of adult title requests on demand from the local collection; to fill an additional 25 percent of requests within one week (from local collection and other branch resources); to bring the fill rate for title requests to 95 percent within one month (from local collection, other branch resources, and interlibrary loans).

Objective: To fill 70 percent of juvenile title requests on demand from local collection; to fill an additional 20 percent of requests within one week (from local collection and other branch resources); to bring the fill rate for title requests to 95 percent within one month (from local collection, other branch resources, and interlibrary loans).

Goal: To automate the acquisitions, cataloging, and circulation functions within the five year period.

Objective: (Cataloging Module) To lower elasped time from receipt of materials to shelf to twenty days.

Objective: (Acquisitions Module) To reduce jobber turn-around time to fourteen days.

Objective: (Circulation Module) To provide inventory control, facilitate interlibrary loan, provide statistics, and reduce staff costs for processing overdues.

Goal: To automate cataloging and circulation functions of the library.

Objective: To automate cataloging functions by use of a purchased system by 1982.

Objective: To install online circulation system in three branch libraries during the next two years.

Goal: To expand use of cooperative services.

Objective: To develop cooperative acquisition policies with libraries in the district network.

Objective: To increase interlibrary loan borrowing by 50 percent by 1985.

B. Service Support

Goal: To provide higher quality reference services with only small budget increases.

Objective: To improve question answering abilities of reference staff through on-site training programs.

Objective: To increase the proportion of materials budget spent on reference materials.

Objective: To improve reference collections at all outlets by establishing replacement schedules for reference materials.

Objective: To train two paraprofessional staff per year to assist reference department.

Goal: To improve service to members of the community involved in adult education programs.

Objective: To coordinate with agencies offering adult courses for purpose of identifying materials requirements.

Objective: To triple the amount of funds spent on materials related to adult education courses.

Objective: To create and fill a new position of Adult Education Coordinator.

Goal: To establish adult and juvenile programming in full-time branches and main library, and increase programming provided from central sources to part-time branches.

Objective: To designate a staff member as coordinator for adult programs by the end of 1980.

Objective: To provide a minimum of 6 to 8 adult programs per year at each full-time branch and main library by 1981.

Objective: To provide regular monthly programs for pre-school, elementary school, and junior high school children at each full-time agency and main library by 1981.

Objective: To provide at least 6 to 8 programs for children annually at each part-time agency by 1981.

C. Staff

Goal: To meet state minimum standards for staffing.

Objective: To increase total staff to 13 FTE staff members by the end of 1980.

Objective: To add one professional staff member (for public relations, extension, and programming), and one clerical position for circulation.

Goal: To improve staff productivity.

Objective: To develop criteria for measuring staff productivity by 1980.

Objective: To define user service units and collect appropriate statistics for measurement by 1980.

Goal: To improve staff productivity.

Objective: To reach the following staff productivity levels by 1982: Circulation (circulation/total FTE staff) 20,000 per staff member.
Information services (information transactions/professional staff) 13,000 per professional staff member.

Objective: To analyze job activities by 1981 so as to make proper use of staff at their full potential.

Goal: To improve staff/supervisory/administration communications.

Objective: To evaluate, improve, and add as necessary, channels for staff communications, input, and feedback.

Objective: To provide for periodic staff evaluation of the system and its service to the public.

Objective: To improve participation of all staff in the decision making process.

Goal: To establish a system-wide staff orientation and training program.

Objective: To develop a coordinated system staff orientation program and supporting materials by 1980.

Objective: To develop appropriate in-service training programs by 1981.

Objective: To encourage staff attendance at outside meetings.

Objective: To insure dissemination of information gained from outside sources to pertinent library staff members.

Goal: To improve staff training.

Objective: To develop scheduled continuing education programs, with minimum training requirements to qualify for job advancement.

Objective: To develop periodic mandatory training programs in services and user relationships.

Objective: To develop formal training programs in supervisory skills for clerical staff members.

Objective: To update the performance evaluation program and offer systemwide training opportunities for all staff in supervisory positions (on an annual basis).

Objective: To provide effective training in, and awareness of, current and new programs or developments affecting the system.

Objective: To provide special training for professional staff, particularly branch librarians, in the analysis of community environments and their identifiable population segments; and in observation and sampling techniques for determining user response to new library products or approaches.

Objective: To develop for staff use, lists of procedures necessary for completion of assigned tasks.

Objective: To develop a list of supervisory responsibilities for the orientation of new staff members.

Goal: To develop a structured program of staff orientation and in-service training.

Objective: To provide for each staff member a procedures manual covering all jobs.

Objective: To orient staff to library policies, district network policies and services, and staff networks, at least annually.

Objective: To provide opportunities for continuing education.

Goal: To improve the staff evaluation procedures.

Objective: To improve procedures, and develop additional criteria for evaluation by 1980.

Objective: To provide an adequate program of orientation concerning evaluation criteria and their application.

Objective: To institute a process for the evaluation by all supervisory personnel by staff members supervised, by 1981.

Objective: To have the personnel evaluation form and criteria for its application reviewed annually by the Staff Association, which will make recommendations for change to the Administration, if necessary.

Goal: To enhance the employment situation.

Objective: To transfer all CETA positions to the regular library payroll by 1985.

Objective: To adopt a new personnel policy by 1981.

Objective: To adopt a new organizational chart and job descriptions by 1981.

Objective: To institute regular evaluation of all employees by 1981.

D. Facilities

Goal: To provide facilities to meet needs of expanded population.

Objective: To establish guidelines for establishment, relocation, and deactivation of library outlets by 1980.

Objective: To relocate the (branch) by 1982.

Objective: To open a shopping center branch in (location) by 1983.

Objective: To open mini-libraries in (locations) by the end of the five-year period.

Objective: To expand branches at (locations) by the end of the five-year period.

Goal: To develop operational standards for facilities.

Objective: To develop criteria for flexible physical characteristics for the main library and various types of branches, by 1982.

Objective: To develop and implement a plan of periodic inspections of all facilities, and to establish a regularly scheduled preventive maintenance program, by 1980.

Objective: To establish standards for required work space per staff member by 1980.

Objective: To develop formulas for establishing the number of telephone lines required in branches.

Objective: To institute automated materials security systems in regional branches by 1982.

Objective: To provide prominently located and easily visible external signs identifying library facilities.

Objective: To develop guidelines for interior arrangement of branches which will provide maximum user awareness of and access to collections and services.

Objective: To improve labeling of all elements of collections, as well as providing readily visible directories for collections and services.

Objective: To provide comfortable and convenient areas and pertinent equipment for use of materials within the library.

Objective: To promulgate standards for space needs for various levels of facility use, including user table space and seating.

Objective: To have librarians at all service outlets, working with the appropriate coordinator, develop plans for improvement of the environment, arrangement, and materials displays in the branch, by 1981.

ADMINISTRATIVE OR DIRECTIONAL GOALS AND OBJECTIVES

Goal: To secure understanding and support of the long range plan.

Objective: To develop awareness and support for planning goals by the community and local funders.

Objective: To maximize participation of staff administrative groups in achieving goals.

Objective: To facilitate communication between staff and administrative groups.

Objective: To provide staff orientation with regard to the new plan.

Goal: To implement continuous planning.

Objective: To implement strategies designed to accomplish goals and objectives as they are financially feasible.

Objective: To improve the collection and use of management information.

Objective: To periodically obtain information from staff and public in order to update and evaluate the plan.

Objective: To gather information regarding population and other changes within the host community.

Goal: To assure that the organization of the system will support service goals

Objective: To evaluate current organization of service outlets.

Objective: To evaluate effectiveness of centralized support services.

Goal: To achieve maximum effect from appropriated funds.

Objective: To support plan priorities with funding allocations.

Objective: To examine all expenditures for cost effectiveness in light of service priorities.

Objective: To increase use of automated systems as applied to labor-intensive tasks and improvement of public service.

Goal: To create a strong and financially secure library system.

Objective: To secure a funding base adequate to meet minimum standards for libraries as determined by the State Library.

Objective: To establish strong ties with funding officials and other community officials.

Objective: To work with County Commissioners to develop a regular schedule of payments for moneys appropriated for the library.

Objective: To tighten internal fiscal control.

Objective: To participate actively in all pertinent community planning, and to be assertive where applicable.

Objective: To develop "Friends of the Library" groups from residents of the communities served.

Goal: To maintain and further develop close relationships with funding bodies.

Objective: To assure effective communication with city and county executive and legislative branches.

Objective: To maintain and improve information exchange regarding fiscal needs with funding bodies.

Goal: To maintain and further develop relationships with the state library agency

Objective: To utilize Federal grant monies for experimentation to achieve goals and objectives.
Objective: To exchange information for the purpose of improving library services.
Objective: To maximize utilization of state library training programs and consultant services.
Objective: To cooperate fully in state library networks.

Goal: To work closely with community and citizens groups to increase awareness of library services and to improve communication to individual citizens.

Objective: To cooperate with community groups in reaching target groups for service.
Objective: To develop awareness and usefulness of specific services to needs of target groups.
Objective: To improve the marketing of library services.

Goal: To continue and further develop cooperation with all types of libraries.

Objective: To increase cooperation and eliminate unnecessary duplication within the system and community, for maximum effectiveness, economy, and service.
Objective: To improve resource sharing capabilities for better patron service.
Objective: To establish a coordinating committee for areas libraries.

Appendix B

Sample Forms and Maps for the Community Profile

Figure B-1. Population Densities of Community Geographic Subunits

Community Subunit and Designation[a]	Area of Subunit (sq. miles)	Population of Subunit (19__)[b]	Projected Pop. of Subunit (19__)[c]	Population density (Persons per square mile)[d] (19__)

[a] This is the name and/or number of the community subunits used, such as planning district, census tract, subdivision, incorporated or defined unincorporated urban areas and rural areas, etc. (Ex. Census tract No. 5783, Planning District No. 3 or Oaklands Planning District, etc.)

[b] Date of latest available population data. If uncorrected census data are used, this will be the year of the last census.

[c] If projected population data are available, show for last planning year or for year closest to that date.

[d] Divide the total population of the subunit by the number of square miles it covers to determine the population density.

Figure B-2. Change in Population of Subunits

Geographic Subunit	Population		% of Change 1970 - Present	Population[a]			% of Change
	1970	Current Year		19__	19__	19__	19__ to 19__ [b]

[a] Show projected population at intervals with the last date the year nearest the end of the planning period for which data are available.

[b] Current year to end of planning period.

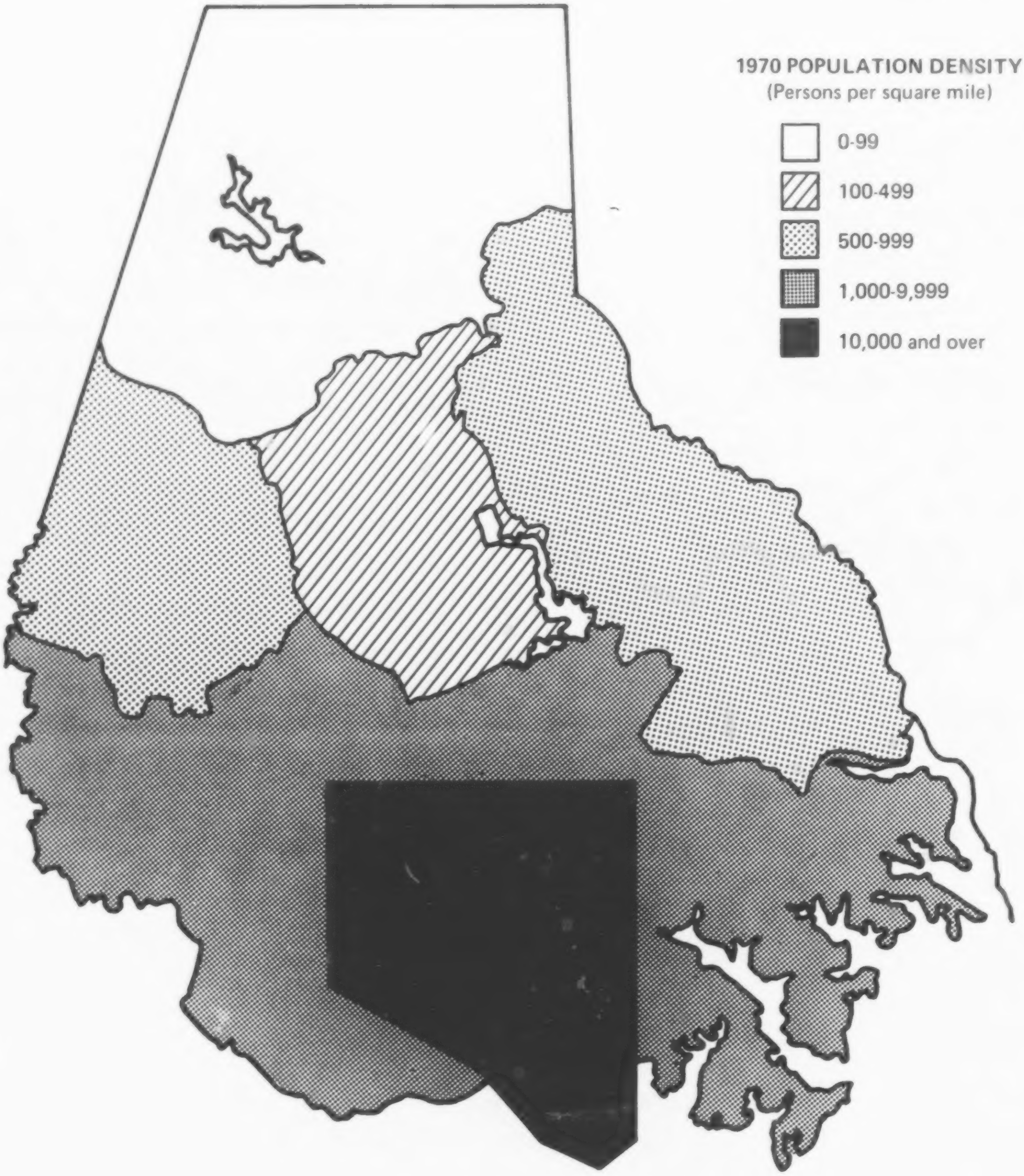
1970 POPULATION DENSITY
(Persons per square mile)
☐ 0-99
▨ 100-499
░ 500-999
▒ 1,000-9,999
■ 10,000 and over

Figure B-3. MAP OF POPULATION DENSITY

Figure B-4. Trends and Projections in Age Distribution in the Community

		Percent in Groups				
				Projected[c]		
Age Groups[a]	1960	1970	19__ [b]	19__	19__	19__ [d]
Median Age						

[a] Use desired groupings, based on collapse of census groups.

[b] Current year or closest year for which data are available.

[c] Use local projections showing dates through the planning period.

[d] Show last year of planning period or closest year after it.

Figure B-5. Age Distribution in Geographic Subunits

Geographic Subunit	Percent of Population										Median Age	
	<5		5-18		19-29		30-54		55+			
Year	1960	1970	1960	1970	1960	1970	1960	1970	1960	1970	1960	1970

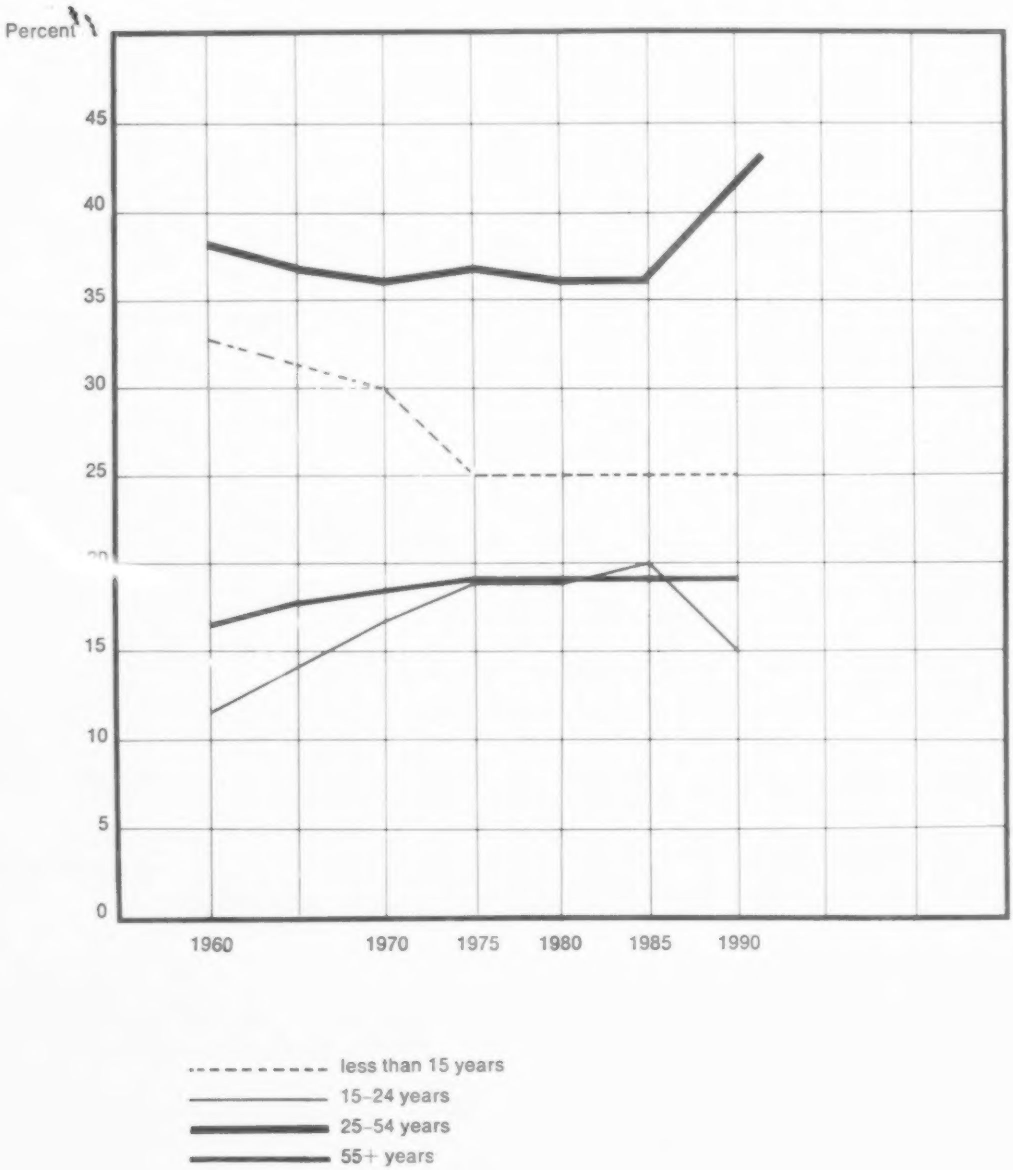

Figure B-6. GRAPH OF AGE DISTRIBUTION OF POPULATION 1960-1990

Figure B-7. Educational Levels in Community by Geographic Subunit

Geographic Subunit	Number of Residents[a] Completing Years of School Percent						Median Years Completed	
	<12		High School Grad		13+			
Year	1960	1970	1960	1970	1960	1970	1960	1970
Total Community								

---

[a] Residents age 25 and over only.

Fig.B-8. Distribution of Occupations in Geographic Subunits of the Community

Geographic Subunits	Percent of Population employed in[a]
Total Community	

[a] Use data for current years or latest data available. Use the occupational breakdowns most relevant to your community.

Figure B-9. Distribution of Income in Community by Geographic Subunits

Geographic Subunits	Median Income	Per Capita Income
Total Community		

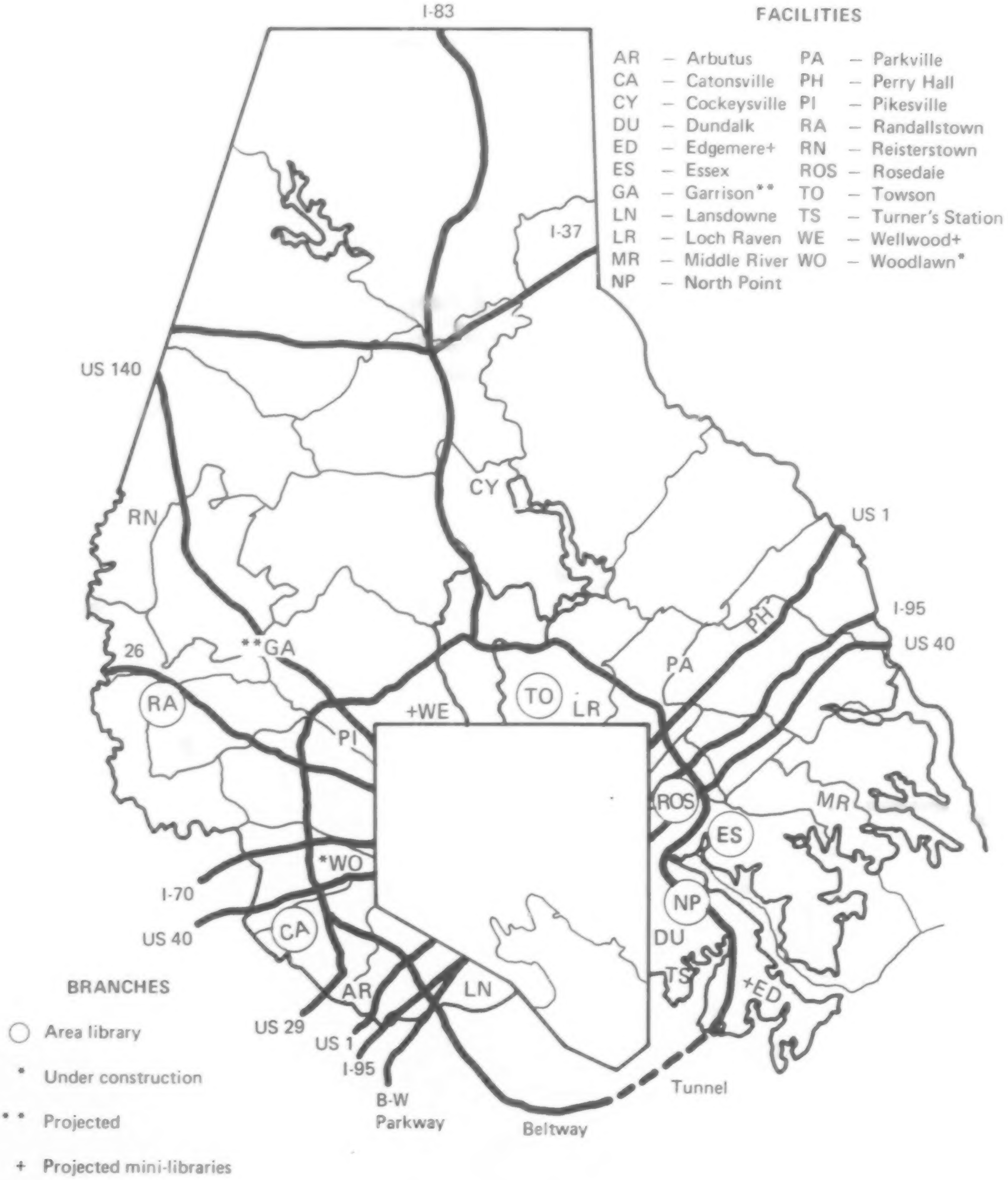
I-83
FACILITIES
AR – Arbutus
CA – Catonsville
CY – Cockeysville
DU – Dundalk
ED – Edgemere+
ES – Essex
GA – Garrison**
LN – Lansdowne
LR – Loch Raven
MR – Middle River
NP – North Point
PA – Parkville
PH – Perry Hall
PI – Pikesville
RA – Randallstown
RN – Reisterstown
ROS – Rosedale
TO – Towson
TS – Turner's Station
WE – Wellwood+
WO – Woodlawn*
I-37
US 140
CY
RN
US 1
PH
I-95
US 40
26
**GA
PA
RA
TO
LR
+WE
PI
ROS
MR
ES
*WO
I-70
NP
US 40
CA
DU
TS
+ED
BRANCHES
AR
LN
○ Area library
* Under construction
** Projected
+ Projected mini-libraries
US 29
US 1
I-95
B-W Parkway
Beltway
Tunnel

Figure B-10. LIBRARY FACILITIES AND MAJOR TRANSPORTATION ARTERIES

Appendix C

Sample Tables for Current Library Services

The following sample tables are provided for convenience in tabulating and comparing data for use in evaluating current library performance (see Chapter 13). If the data required are readily available, constructing these tables should require about 6 to 8 hours. These are samples only; the exact tables to be used depend on the library's available data and needs.

Figure C-1. Basic Library Data for Five Year Period, 19__ to 19__

(name of library or system)

			Year[a]		
Data Items	19__	19__	19__	19__	19__
Amount of income, by source					
Local	$	$	$	$	$
State					
Federal					
Gifts					
Library Revenues					
TOTAL	$	$	$	$	$
TOTAL INCOME PER CAPITA	$	$	$	$	$
Amount of expenditure, by category					
Staff	$	$	$	$	$
Materials					
Other					
TOTAL	$	$	$	$	$
Number of library staff					
Professionals					
Paraprofessionals					
Clerical					
Pages					
TOTAL					

[a] Enter dates in chronological order. The last entry should be for the last year for which data are available.

Figure C-1. (Continued) Basic Library Data for Five Year Period, 19 to 19

(name of library or system)

			Year[a]		
Data Items	19__	19__	19__	19__	19__
Description of collection(s)					
Volumes of Bookstock					
Total beginning of year					
Added during year					
Weeded during year					
Total Volumes of Bookstock (Number held at end of year)					
Adult volumes					
Juvenile volumes					
Total volumes					
Total volumes per capita					
Titles of Bookstock					
Total beginning of year					
Added during year					
Total Titles of Bookstock (Number held at end of year)					
Adult titles					
Juvenile titles					
Total titles					
Total titles per capita					
Magazine Subscriptions					
Number at end of year					

[a] Enter dates in chronological order. The last entry should be for the last year for which data are available.

Figure C-1. (Continued) Basic Library Data for Five Year Period, 19 to 19

(name of library or system)

Data Items	19__	19__	Year[a] 19__	19__	19__
Number of Non-Print Items					
(Held at end of year)					
Sound recordings					
16 mm films					
Filmstrips					
Art prints					
Other					
TOTAL NON-PRINT ITEMS (End of year)					
Number of Other Items in Collection (end of year)					
Number of Registered Borrowers (end of year)					
Adult					
Juvenile					
TOTAL REGISTERED BORROWERS (End of year)					
Percent of total population					

[a] Enter dates in chronological order. The last entry should be for the last year for which data are available.

Figure C-1. (Continued) Basic Library Data for Five Year Period, 19 to 19

(name of library or system)

			Year[a]		
Data Items	19__	19__	19__	19__	19__
Circulation of Materials					
Adult					
Juvenile					
TOTAL CIRCULATION					
Total circulation per capita					
Total circulation per registered borrower					
Total circulation per volume					
Interlibrary Loan					
Number of items loaned					
Number of items borrowed					
Total Readers' Services					
Reference transactions					
Directional transactions					
Number of Programs Provided					
Adult					
Juvenile					
TOTAL PROGRAMS PROVIDED					
Number of Residents Attending Programs (during year)					
Adult					
Juvenile					
TOTAL PROGRAM ATTENDANCE					
Total Number of Out-of-Library Programs for Year					

[a] Enter dates in chronological order. The last entry should be for the last year for which data are available.

Figure C-2. Basic Branch Statistics: Facilities

Name of Branch or Facility[a]	Date Occupied	Size of Facility (Sq. Feet)	Materials Capacity[b]	Number of Seats in Meeting Rooms
Under Construction				
TOTALS				

[a] List all library branches or other fixed service facilities. Do not include bookmobiles or other mobile service units. Include facilities under construction. Show projected operating dates.

[b] Show unit measure, e.g., volumes, linear feet of shelving.

Figure C-3. Basic Branch Statistics: Service Area Population and Registered Borrowers

Name of Branch or Facility[a]	Estimated Population of Service Area			Number of Registered Borrowers				
	19__	19__	19__	19__ Total	19__ Total	19__ Total	% Adult	% Juvenile

[a] Data for bookmobiles may be included if available separately.

Figure C-4. Basic Branch Statistics: Staff

Name of Branch or Facility	Total Number of Staff Members		
	19__	19__	19__
TOTAL (All Branches)			

Figure C-5. Basic Branch Statistics: Collection

	Volumes of Bookstock					Items of Non-Print Materials				
Name of Branch or Facility	19__ Total	19__ Total	19__ Total	19__ Adult	Juvenile	19__ Total	19__ Total	19__ Total	19__ Adult	Juvenile

Figure C-6. Basic Branch Statistics: Services

	Volume of Services												
	Circulation (%)					Readers Service			Number of In-Library Programs				
Name of Branch or Facility	19__	19__	19__			19__	19__	19__	19__	19__	19__		
	Total	Total	Total	Adult	Juvenile	Total	Total	Total	Total	Total	Total	Adult	Juvenile

Figure C-7. Comparisons of Per Capita Income, 19 to 19
(name of library)

Year	Amount of per capita income[a] (dollars)	Percent of increase	Percent of real dollar increase[b]
19__			
19__			
19__			
19__			
19__			
19__ to 19__[c]			

[a] Total annual income divided by population during that year.

[b] Corrected for inflation. Indicate a decrease with a minus sign.

[c] Show the percent of increase and the percent of real dollar increase for total five year period.

Figure C-8. Sources of Funds for (name of library)
19__ to 19__

Source of Funds	Percent of Total Income 19__	19__	19__	19__	19__
Local					
State					
Federal					
Gifts					
Library Revenues[a]					
TOTAL	100	100	100	100	100

[a] Such as fines, fees, contracts.

Figure C-9. Distribution of Expenditures, 19__ to 19__

Year	Percent of Total Expenditures Salaries	Materials	Other
19__			
19__			
19__			
19__			
19__			

Figure C-10. Circulation, Five-Year Period

Year	Adult	Juvenile	Total	% Change
19__				
19__				
19__				
19__				
19__				

Figure C-11. Information Services, Five Year Period

Year	Number of Information Contacts Directional	Reference	Total	Percent of all Contacts Reference	Percent of Increase in Reference Contacts	Percent of Contacts by Telephone
19__						
19__						
19__						
19__						
19__						

Figure C-12. Intra-system and Interlibrary Activity, 19 to 19

	19__	19__	19__	19__	19__
A. Borrowing					
Total book requests received from branches					
Percent subject requests					
Percent book requests					
Filled by library					
Referred to network					
Filled by network					
Referrred to other sources (ILL)					
Filled by other sources					
Unfilled					
B. Lending					
Total requests received					
Percent subject requests					
Percent of requests filled for					
Other network members					
Other requestors					
Unfilled					

Figure C-13. Registration of Library Borrowers, 19 to 19

Year	Total Population	Number of Library Registrants	Percent of Change in Registrants	Percent of all Registrants		Percent of Change in Registrants	
				Adult	Juvenile	Adult	Juvenile
19__							
19__							
19__							
19__							
19__							

Figure C-14. Comparison of Branch Resources, 19 to 19

Name of Branch or Facility	Percent of Total Sq. Ft. of Space (19__)	Percent of Total Staff (19__)	Percent Change In Staff Last 3 Years	Percent of Total Book-Stock (19__)	Percent Change In Book-Stock Last 3 Years	Percent of Total Non-Print Materials (19__)	Percent Change In Non-Print Last 3 Years
Total for Library							

Figure C-15. Comparison of Branch Services, 19   to 19

Name of Branch or Facility	Percent of Total Regis-trants (19__)	Percent Change in Registrants Last 3 Years	Percent of Total Circu-lation (19__)	Percent Change In Circu-lation Last 3 Years	Percent of Total Information Services (19__)	Percent Change in Information Services Last 3 Years	Percent of Total Program Attendance (19__)	Percent Change in Attendance Last 3 Years
Total for Library								

Figure C-16. Branch Material Turnover Rate, 19 to 19

Name of Branch or Facility	Turnover Rate[a]					
	Bookstock			Non-print materials		
	19__	19__	19__	19__	19__	19__
Average						

[a] Circulation divided by items held.

Figure C-17. Population and Registered Borrowers in Service Area in Relation to Branch Resources, 19

Name of Branch or Facility	Total Population of Service Area	Total Number of Registered Borrowers	Percent of Total Population Registered	Circulation per Registered Borrower	Volumes of Bookstock per Registered Borrower	Items of Non-Print per Registered Borrower	Registered Borrowers Per Staff Member
Total							

Figure C-18. Branch Library Collections: Relation to Clientele, 19

Name of Branch or Facility	Registered Adult Borrowers		Registered Juvenile Borrowers		Percent of Registrants Who Are Adult	Percent of collections which are Adult Materials	
	Per Capita Volumes of Adult Bookstock	Per Capita non-print Adult items held	Per Capita Volumes of Juvenile Bookstock	Per Capita non-print Juvenile items held		Book-stock	Non-print
Total							

Figure C-19. Staff Productivity in Branches, 19 to 19

Name of Branch or Facility	Circulation Productivity[a]			Productivity in Readers' Services[b]		
	19__	19__	19__	19__	19__	19__
Total						

[a] Total circulation divided by total staff.

[b] Total information transactions divided by number of professional staff members.

Figure C-20. Comparison of State Staffing Standards and Actual Staff by Categories, 19 [a]

Category of Employees	Number of Employees		Percent of Standard Met[b]
	State Minimum Standards	Actual Employees	
Professional			
Paraprofessional			
Clerical			
Pages			
TOTAL			

[a] Use last reporting year.

[b] Exceeds 100% if more than minimum.

Figure C-21. Comparison of Collections with State Standards, 19 [a]

Type of Materials[b]	State Standard	Library Collection	Percent of Standard Met
Print:			
Per capita bookstock			
Periodical subscriptions			
Non-Print:			
Recordings			
16 mm films			
Filmstrips			

[a] Use last report year.

[b] Use breakdowns as shown in state standards.

Figure C-22. Recommended and Actual Total Staff Levels, 19 to 19 [a]

	19__	19__	19__	19__	19__
Total population					
State minimum for total staff					
Total staff employed					
Percent of state minimum					

[a] Use last five reporting years.

Figure C-23. Recommended and Actual Per Capita Bookstock 19 to 19 [a]

	19__	19__	19__	19__	19__
Total population					
State standard for per capita bookstock					
Actual per capita bookstock					
Percent of state minimum					

[a] Use last five reporting years.

Figure C-24. Characteristics of Populations of Comparable Libraries 19 to 19[a]

	Your Library			Other Libraries			
Total population							
Percent of population change 1960-1970							
Percent of population urban							
Percent of population age 25+							
Median age of population							
Percent of population over 25 with less than 12 years of school completed							
High school graduation							
13+ years of school completed							
Median years of school completed							
Median family income							

[a] Latest year for which data are available. This may be the last census year.

Figure C-25. Per Capita Library Incomes and Percentages of Incomes from Common Sources, Selected Libraries, 19__[a]

Libraries[b]	Per Capita Income	Percentage of Income from Source			
		Federal	State	Local	Other[c]

[a] Use latest year for which data for all jurisdictions are available.

[b] Remember to include your own library.

[c] Includes gifts, fines, fees, etc.

Figure C-26. Staff and Staff Productivity for Comparable Libraries 19__ [a]

Libraries[c]	Ratio of Staff to Population	Percentage of Staff Professional	Staff Productivity[b]

[a] Use latest year for which data are available.

[b] Total circulation divided by total staff (exclusive of maintenance personnel).

[c] Include your library system.

Figure C-27. Comparisons of Library Collections and Use 19__ [a]

Libraries[c]	Percent of Total Expenditures for Materials	Per Capita Material Expenditures	Per Capita Collection (volumes)	Per Capita Circulation	Materials Turnover Rate[b]

[a] Use latest year for which data are available.

[b] Divide total circulation by total collection volumes.

[c] Show your library.

Appendix D

Sample Tables for Analysis of Survey Responses

Figure D-1. Respondents by Age, Education, and Sex (Numbers)

Sex	Age	Years of School Completed (Number of Respondents) <12	12	13+	NR[b]	Total Number of Respondents
Female	16-24[a]					
	25-54					
	55+					
	NR					
	Total					
Male	16-24					
	25-54					
	55+					
	NR					
	Total					
All Respondents	16-24					
	25-54					
	55+					
	NR					
	Total					[c]

---

[a] Lower bound is minimum age included in survey.

[b] NR = no response.

[c] This should equal the total number of respondents.

Figure D-2. Library Use by Years of Education Completed

	Library Use (Percent of Respondents)			
Years of School Completed	Regular[a]	Occasional[b]	Infrequent[c]	Non-Users[d]
<12	______	______	______	______
12	______	______	______	______
13+	______	______	______	______
All respondents	______	______	______	______

---

[a] Use the library at least once a month.

[b] Use the library six to eleven times a year.

[c] Use the library one to five times a year.

[d] Have not used the library in the past year.

Figure D-3. Library Use by Age of Respondent

	Library Use (Percent of Respondents)			
Age of Respondent (years)	Regular[a]	Occasional[b]	Infrequent[c]	Non-Users[d]
16-24[e]	______	______	______	______
25-54	______	______	______	______
55+	______	______	______	______
All respondents	______	______	______	______

---

[a] Use the library at least once a month.

[b] Use the library six to eleven times a year.

[c] Use the library one to five times a year.

[d] Have not used the library in the past year.

[e] Use beginning age (youngest respondent) through age 24.

Figure D-4. Library Use by Education, Age, and Sex

Years of School Completed	Age(years)	Library Use (Percent of All Respondents)							
		Regular Users		Other Users		Non-Users		All Respondents	
		Female	Male	Female	Male	Female	Male	Female	Male
<12	16-24	____	____	____	____	____	____	____	____
	25-54	____	____	____	____	____	____	____	____
	55+	____	____	____	____	____	____	____	____
TOTAL <12		____	____	____	____	____	____	____	____
12	16-24	____	____	____	____	____	____	____	____
	25-54	____	____	____	____	____	____	____	____
	55+	____	____	____	____	____	____	____	____
TOTAL 12		____	____	____	____	____	____	____	____
13+	16-24	____	____	____	____	____	____	____	____
	25-54	____	____	____	____	____	____	____	____
	55+	____	____	____	____	____	____	____	____
TOTAL 13+		____	____	____	____	____	____	____	____
TOTAL BY AGE	16-24	____	____	____	____	____	____	____	____
	25-54	____	____	____	____	____	____	____	____
	55+	____	____	____	____	____	____	____	____
TOTAL BY SEX		____	____	____	____	____	____	____	____

Figure D-5. Frequency of Library Use by Services Used

	Frequency of Library Use (Percent of Respondents)			
Service Used on Last Visit	Regular	Occasional	Infrequent	All Respondents
Acquired materials for self				
Aided library service to others[a]				
Sought information				
Attended program				
Other[b]				

---

[a] Includes bringing others to library or acquiring materials for them.

[b] Includes other uses of library facilities such as studying in the library or use of meeting rooms.

Figure D-6. Level of Use of Library Services by Frequency of Use

		Frequency of Use (Percent of Library Users)			
Service	Level per visit[a]	Regular	Occasional	Infrequent	All Users
Borrowing books	1				
	2				
	3-5				
	6-10				
	10+				
Borrowing records and cassettes	<5				
	5-24				
	25 and over				
	None				
	Level per year				
Reference in-library	<5				
	5-20				
	20+				
	None				
By telephone	<5				
	5-20				
	20+				
	None				
Library programs	1				
	2-5				
	6+				
	None				

[a] The way in which response codes are to be collapsed should be based on the raw data.

Figure D-7. Comparing Priorities in Service Reductions: Citizen, User, and Staff Surveys

	Survey (Percent of Respondents)		
Reduction Action[a]	Citizen Survey	User Survey	Staff Survey
a. Reduce the number of books purchased for lending.....			
b. Reduce the number of duplicate copies of books purchased for lending.....			
c. Reduce the number of magazine subscriptions....			
d. Discontinue purchase and lending of films, records, cassettes, and other non-print materials.......			
e. Reduce the amount of children's materials purchased.................			
f. Reduce reference and information services......			
g. Discontinue in-library programs for pre-school children...................			
h. Discontinue in-library programs for adults........			
i. Discontinue public library programs in schools........			
j. Discontinue out-of-library services for senior citizens, homebound and handicapped............			
k. Close some branches........			
l. Eliminate bookmobile service....................			
m. Eliminate Sunday service...			
n. Close one day during week..			
o. Close some weekday mornings..................			

[a] List as in surveys.

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To the user of this manual:

The Public Library Association and the ALA Office for Research want to study what happens when libraries use A Planning Process for Public Libraries. If you would be willing to share the planning documents you produce and answer questions about how you used the process, please photocopy this page, fill in the form given below, and send it to the address indicated. Someone will contact you soon.

Thank you for cooperation.

Shirley C. Mills Executive Secretary Public Library Association	Mary Jo Lynch Director, Office for Research American Library Association

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__________ I would be willing to share with PLA and the ALA-OFR the planning documents (e.g., role statement, statement of goals and objectives, survey instruments) produced in my library.

__________ I would be willing to participate in a telephone interview regarding implementation of the planning process in my library.

____
Name of respondent

______________________________ ______________
Library Address Phone No.

____
City and State

Comments:

Send to: Office for Research
American Library Association
50 East Huron Street
Chicago, Ill. 60611